

**KINDERGARTEN / PRACTICE****THE LAST NUMBER TELLS HOW MANY**

Draw, build, point or tell.



One or two activities are enough for one sitting. An adult reads the words. The child may draw, build with counters, point or speak.

- Look at the worked examples together.
- Keep the two tool pages uncut until an adult helps.
- Use counters, blocks or fingers. An adult may record the child's own words.
- Try Mild first. Other peppers invite more thinking when ready.

Color supports meaning. The labels and positions still work in black-and-white copies. There is no timer.



KINDERGARTEN / WORKED EXAMPLE 1

THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



The last word names the whole set



1 • START: Count one, two, three, four.

2 • TRY: Four is the last number.

3 • TELL: There are four in all.

4.



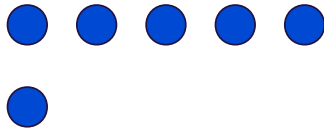
KINDERGARTEN / WORKED EXAMPLE 2

THE LAST NUMBER TELLS HOW MANY

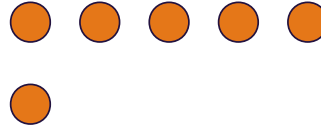
Draw, build, point or tell.



Moving the same objects keeps the total



Before



Same counters moved

1 • START: Count the first set.

2 • TRY: Move those same six counters.

3 • TELL: Nothing joins or leaves.

6 in either arrangement.



KINDERGARTEN / KEEP THIS TOOL

THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



One counter fits one space. A full frame has ten. Use two colors for parts. Count every object once.



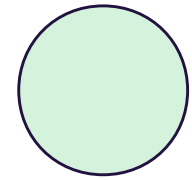
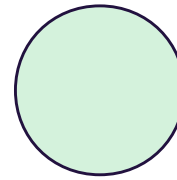
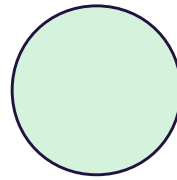
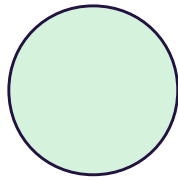
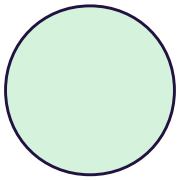
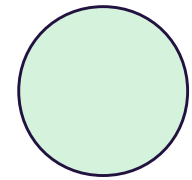
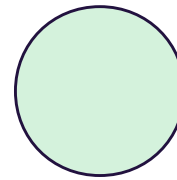
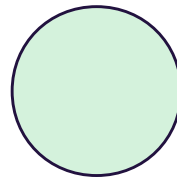
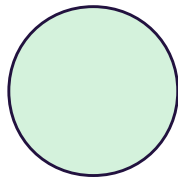
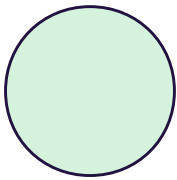
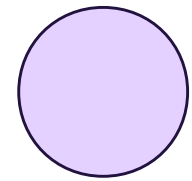
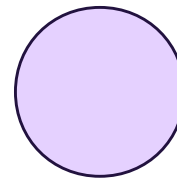
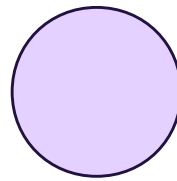
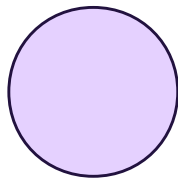
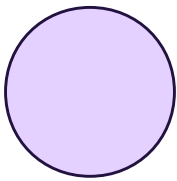
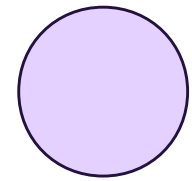
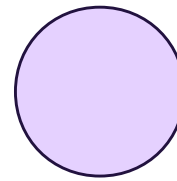
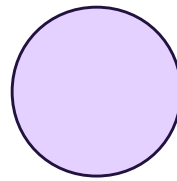
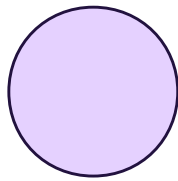
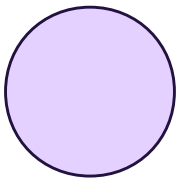
KINDERGARTEN / KEEP THIS TOOL

THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



An adult may cut these counters. Use whole counters for counting, matching and showing parts. Real blocks or fingers also work.





KINDERGARTEN / WORKED EXAMPLE TOGETHER

THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



Count these objects. Then spread the same 3 out. How many now?



1 • START: Count each object once.

2 • TRY: Spread them without adding or removing any.

3 • TELL: The same 3 remain.

3



KINDERGARTEN / PRACTICE

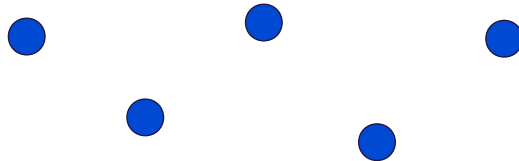
THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MILD 2. Count these objects. Then spread the same 5 out. How many now?



My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

THE LAST NUMBER TELLS HOW MANY

Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MEDIUM

3. Count these objects. Then spread the same 2 out. How many now?



My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

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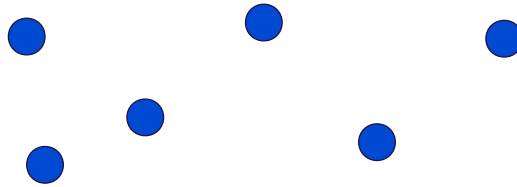
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MEDIUM

4. Count these objects. Then spread the same 6 out. How many now?



My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

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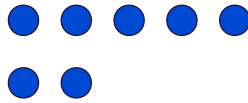
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.



5. Count these objects. Then spread the same 7 out. How many now?



My drawing, building or pointing space

My words (an adult may write): _____



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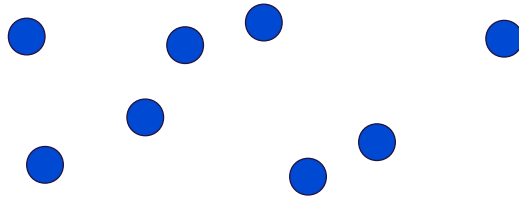
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

🔥🔥🔥 EXTRA SPICY

6. Count these objects. Then spread the same 8 out.
How many now?



My drawing, building or pointing space

My words (an adult may write): _____