



Transcript for the [video](#):

## ***Supporting Mathematical Development in Young Children: Counting***

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**Dr. Sudha Swaminathan, Eastern Connecticut State University:** Very young children, even before preschool, experience counting in their day-to-day routines and their life. They listen to adults, and they see their peers counting. And they begin to develop this basic sense.

**Child:** two, three

**Provider:** four

**Child:** five

**Dr. Sudha Swaminathan:** Initially, children engage in counting that is pretty much rote. They recite the number names in a sequence. And they understand that this sequence has to be maintained without dropping a number word. And so initially, when children count out objects, they might be using rote counting.

**Child:** 1, 2, 3, 4, 5.

**Dr. Sudha Swaminathan:** As they do this more and more, you will see that children begin to be more purposeful. When they recite the number words they are saying one number word per object. And they also begin to realize that counting lets them determine how much of a certain quantity they have.

**Child:** 1, 2, 3, 4, 5.

So, there is a distinction between rote counting, which is just recitation of number words, to purposeful counting, which is the rational counting in determining how much there is of a certain item.

**Child:** Can you pass me 4 dollars?

**Child 2:** Four dollars!

**Child:** Thank you.

## Do you provide opportunities for meaningful counting?

**Narrator:** Adults can provide meaningful opportunities for children to engage in purposeful counting throughout the day

### Supporting Math during Routines

**Cathy Tormey, Home Child Care Provider:** They love the baking, you know, counting 10 times when it's their turn to stir. My home has 13 steps. All the kids know how to count to 13...at least at some point.

**Cathy:** four, five six

### Integrating Math Learning in Play

**Narrator:** While children are playing with blocks, they can be encouraged to use counting that's related to their play scenarios.

**Teacher:** Could you get me four blocks? Because I want to build a house.

### Explicitly Teaching Math Concepts

**Narrator:** Adults can plan intentionally to support children's counting skills in both large and small groups.

**Teacher:** Four. Let's count, ready? 1, 2, 3, 4. Four little Gingerbread Men...

**Dr. Sudha Swaminathan:** Young children usually enjoy counting, especially counting to higher and higher numbers. Through carefully planned curriculum, you can provide diverse opportunities for children to practice their counting skills and to gradually develop into rational counters.