



Transcript for the *Teaching Strategies* video:
Lining Up on a Number Line

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Ashley Anderson, Preschool Teacher, EASTCONN Plainfield Head Start: Two environmental pieces that I really keep into consideration when setting up my classroom with mathematical development in mind are the number line and the chart that corresponds on the door. Because one, it's a mediator. It helps with the whole process of lining up. Everybody has their own space, and you know, it makes the flow a little bit better. But then also, it creates a natural opportunity for children to have to problem solve. "Okay, let me look at the chart. I'm on the one that looks like this," and then go find that corresponding numeral on the floor, and then count the dots to make sure it's the right number.

Child: 1, 2, 3, 4, 5, 6, 7.

Ashley: Seven. Is that your number? Check on the chart; make sure you're in the right spot.

Ashley Anderson: Having to count and having to use that number, you know, the numeracy, and it's relevant to them and where they need to be in that time. Which I think makes it a little bit more practical, and it sticks better, per se.

Ashley: Hayden, 3? Chase, 4? Carl, 5? Lucas, 6? Bailey, 7?