

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Resource Kit Materials List


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Item Name	Beginner Pattern Blocks	Kit 1A
Supplier/Resource	Melissa & Doug http://www.melissaanddoug.com/	
		
<p>Goal: To develop shape and colour sorting and matching; rational counting; cardinal number.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Choose a block and show it to the child. Identify its shape and colour. Ask the child to select a matching block or show you one that is the same. Repeat the activity until the child recognizes the shapes and colours of all the blocks. • Ask the child to hand you a specific colour and/or shape block. Repeat the activity until the child is able to identify each shape and colour independently. • Have the child sort by colour and shape. Have the child count each group as they are able. Have them tell you how many there are altogether in each group. • Start with the puzzle board that has 3 shapes. Give the child the 3 shapes that fit the puzzle. Give the child time to determine where the shapes go before providing assistance. • Continue, using the same sequence with the 4 then 5 then 6 puzzle boards. • For an extension activity have the child, with assistance if necessary, trace the shapes on paper. Have the child colour in each outline to match the piece in the set. For a child who is blind you can make a tactile outline using a sewing tracing wheel. 		

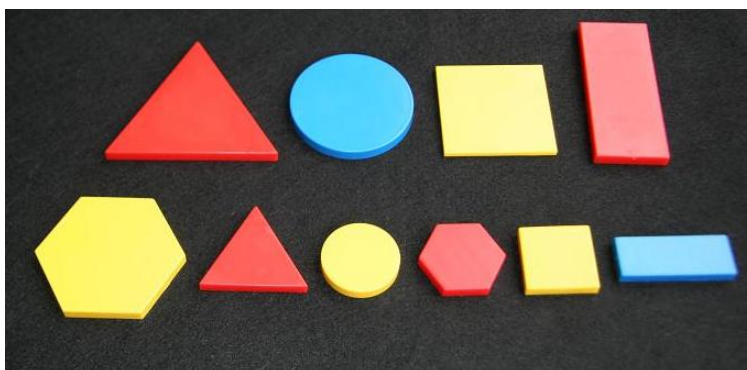
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Bristo Blocks	Kit 1A
Supplier/Resource		
	Goal: To develop size, shape, colour, and texture concepts through object exploration.	
	Activities to try: <ul style="list-style-type: none"> Place contents on table and let the child touch the pieces as you reinforce size, shape, colour, and texture concepts. Allow the child to independently play and create structures with the pieces. 	


Item Name	Jumbo Knob Puzzle	Kit 1A
Supplier/Resource	Melissa & Doug http://www.melissaanddoug.com/	
	Goal: To develop one-to-one correspondence; matching; rational counting.	
	Activities to try: <ul style="list-style-type: none"> Take all pieces out of the puzzle for child to explore the pieces as well as the puzzle inset. Talk about the shapes and colours of the pieces. Have the child count the pieces and tell how many altogether. Have the child count the insets and tell how many altogether. Give the child time to determine where to place the puzzle pieces before providing assistance. 	

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Magnetic Shapes 2-D	Kit 1A
Supplier/Resource	Exclusive Education www.exclusiveeducational.ca/	
	<p>Goal: The child will be able to match and sort by colour, size and shape and identify and name the shape.</p>	
<p>Activities to Try:</p> <ul style="list-style-type: none">• Use a magnetic board or cookie sheet as your surface with the magnetic shapes. Give the child a set of 5 large shapes in the same colour. Allow the child to explore and compare similarities and differences with the shapes.• Provide the child with a set of small shapes. Have them match with the same larger shape.• Talk about how all the circles are the same and different (colour and size). Repeat activity with each shape.• Place a large square shape (same colour and size) on the cookie sheet. Place a second square in the same rotation and talk about sameness. Now rotate the shape in different orientations and ask the child if they are still the same. Each time have the child move the shape to match the orientation of the first shape. Repeat activity until all of the shapes in different orientations have been explored.• Continue having the child sort by shape, size, and colour. Encourage the child to use descriptive vocabulary such as round, red, blue, point, sides, straight, big, little ...• Label each shape with the correct name (triangle, circle, square, rectangle, and hexagon). Have the child touch and name each shape. Mix the shapes (large and small) and have the child repeat.		





RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Paint Brushes (miscellaneous sizes)	Kit 1A
Supplier/Resource	Local stores	
	<p>Goal: To develop matching by colour, shape, and texture; rational counting; cardinal number.</p>	
	<p>Activities to try:</p> <ul style="list-style-type: none"> Place brushes in front of child to explore. As they explore talk about colours, sizes, textures and shapes. Have the child match the brushes and count each pair, 1, 2. Ask the child how many there are altogether. 	



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Peg Kit	Kit 1A
Supplier/Resource	American Printing House (APH)  American Printing House for the Blind Building Independence Since 1858 www.aph.org	
	Goal: To develop matching and sorting by size and colour; one-to-one correspondence; rational counting; cardinal number. Verbal addition and subtraction can also be introduced with this kit.	
Activities to try: <ul style="list-style-type: none">• Have the child explore the big and little cylinders. Let the child feel the grooves in the cylinders as they are described.• Let the child sort by size and/or colour.• Divide the small cylinders into 2 groups so that each group has 3 cylinders with 1-3 grooves. Place a group of 3 in front of the child and let them feel the cylinders. Show the child by touch one of your cylinders and have them find one that is the same from their group.• Have the child sort by number of grooves on each cylinder. Put all of the cylinders with one groove together, then 2, then 3.• Place the inset frame with the 2 large circles into the work box. Give the child 2 large and 2 small cylinders. Have the child feel the inset frame and then feel the cylinders. Then have the child decide which two fit in the frame by placing the 2 cylinders in. Have the child count the cylinders after they are placed in the frame.• Next repeat the sequence with the 2 small hole inset frame; then the one with big and small holes; then the one with the 3 large holes; then 3 small holes; and finally with the 6 holes.• Using a 2-hole inset frame, add one cylinder. Have the child feel and tell you how many altogether. Add another cylinder and have the child feel and tell you how many there are altogether. Remove one cylinder. Have the child feel, and tell how many there are left.		
Continue the simple verbal addition and subtraction activity up to 4 only.		

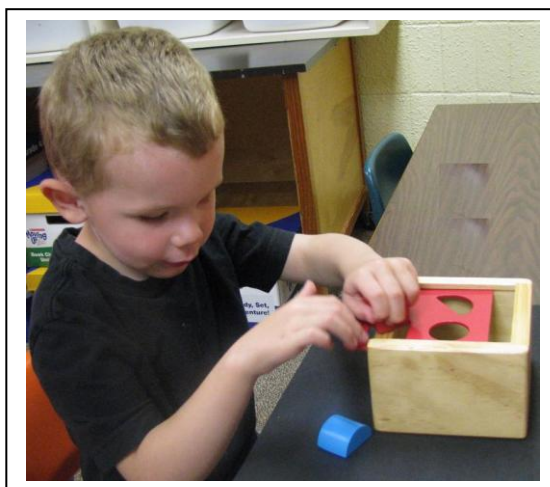
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Shape Sorting Board	Kit 1A
Supplier/Resource	Maxim Enterprise Inc. http://maximenterprise.com/	
	<p>Goal: To develop colour, shape sorting and matching concepts. To reinforce one-to-one correspondence; rational/ordinal counting; cardinal number; ordering skills.</p>	
	<p>Activities to try:</p> <ul style="list-style-type: none"> • Let child explore shapes and board. • Have the child sort by shape and colour. • Have the child place circle shapes into each insert. Repeat with all shapes. • The child counts each set of shapes (1-4) as they are removed and tells how many altogether. • Have the child place each set of shapes in order of height (tallest to shortest and then shortest to tallest). 	




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Shape Sorting Box Kit 1A
Supplier/Resource	Maxim Enterprise Inc. (shape sorting activities are available at most toy and educational supply stores) http://maximenterprise.com/
	<p>Goal: To develop sorting and matching by shape. This activity also reinforces colour names and rational counting.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> Place all the shapes in front of the child. Have them see/touch the shapes. Have the child identify and sort by colour and shape. Place 4 different shapes in front of the child for them to see/touch. Keep a set for the teacher. Show one of your shapes for the child to see/touch. Ask them to find one of their shapes that are the same. Have the child feel the shape box lid. Put the lid on the box and let the child find and match the shape in the lid.

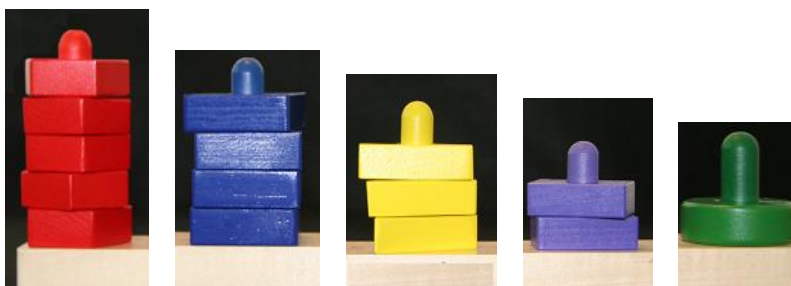


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Solid Objects 3-D	Kit 1A
Supplier/Resource	Exclusive Education www.exclusiveeducational.ca/	
	Goal: Using 3-D objects the child will: explore and examine attributes and orientations; sort and match; compare similarities and differences.	
Activities to Try: <ul style="list-style-type: none">• Give the child a sphere and a cylinder to explore visually and/or tactually. At this level the specific attributes of the 3-D objects are focused on rather than the name (cylinder, sphere). They both roll. The cylinder is round with flat ends and can roll and stack but the sphere cannot stack. Have the child put the object in different orientations to assist with understanding that it still has the same attributes regardless of position.• Give the child a cube and a rectangular prism to explore visually and/or tactually. At this level the specific attributes of the 3-D objects are focused on rather than the name (cube, rectangular prism). They both stack, have sides and they do not roll. Have the child put the object in different orientations to assist with understanding that it still has the same attributes regardless of position.• Give the child a cone and a pyramid to explore visually and/or tactually. At this level the specific attributes of the 3-D objects are focused on rather than the name (cone, pyramid). They both have a single point and a base (the cone has a circle base and the pyramid has a square base). A cone rolls but a pyramid does not. Have the child put the object in different orientations to assist with understanding that it still has the same attributes regardless of position.• Give the child a sphere and a cube to explore tactually and/or visually. Have the child talk about similarities and differences. Repeat with a cylinder and a cone; a pyramid and a rectangular prism and other shape combinations. Again it is the attributes that are focused on rather than the 3-D object name.• Compare each object (sphere, cube, cone ...) to real world objects with similar shapes/attributes. Have the child compare, describe and group the objects according to how they are the same. For example, the sphere would go with the balls because they are all round and they roll; the cylinder is like a can, pencil and a straw; the cube looks like the dice, block and box ...• Use Wikki Stix to assist the child to outline the base of each 3-D object. Have the child feel and name the 2-D shape outline. This activity helps the child make the transition from 3-D objects to 2-D shapes. <p>An extension activity for 4-5yr. old students would be to begin providing specific names for the 3-D objects (sphere, cone, cube ...).</p>		

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Stack & Sort Board	Kit 1A
Supplier/Resource	Melissa and Doug http://www.melissaanddoug.com/	
		
<p>Goal: To develop colour; 2-D shape recognition; early counting skills; sequencing; sorting skills.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child look at and feel each shape. Talk about the shape name and colour. • Have the child sort the shapes by colour and shape. • The child can count how many yellow triangles, blue circles etc. • Have the child explore the sorter board. Talk about the numbers in braille and large print as the child looks or feels the number. • Have the child place the shapes on the sorter, matching by colour and number. • See extension activities on the back of the Stack & Sort Board for more ideas. 		



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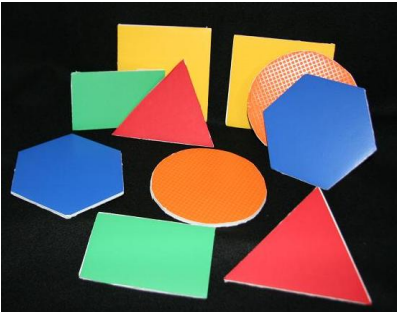
Item Name	Tactile Colours	Kit 1A
Supplier/Resource	Tactile.org www.tactile.org	
	<p>Goal: To develop an understanding of colour for students who are blind.</p>	
	<p>Activities to try:</p> <ul style="list-style-type: none"> • Introduce the child to tactile colours by having the child feel red and orange initially to explore the tactile differences. Discuss the feel of the different textures. Mix up the sheets and have them tell you what colour they represent. Add yellow and follow the same teaching sequence. Continue until green and blue have been added. • Cut out rectangular pieces of the red, orange, yellow, green and blue tactile colour. Peel off the back and place on chunky crayons of the same colour. Have the child colour with the appropriate labeled crayon with their peers or at home using raised edge drawings (use glue gun, Wikki Stix, tracing wheel). Begin with simple shapes and gradually make it more complex. Keep in mind that this may not be a highly motivating activity for a student with little vision thus attention span may be shorter. The primary purpose is to expose the child to the concept of colour. 	

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Teachable Touchables (Texture Squares) Kit 1A
Supplier/Resource	Independent Living Aids www.independentliving.com
	<p>Goal: To develop visual and tactile matching: recognition of similarities and differences. Descriptive vocabulary and sensory concepts are reinforced in this activity.</p>
	<p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child open the bag and take out all of the 20 squares. Let the child explore the different textures and feel the square shape. • Separate the texture squares into 2 piles. Have the child find the same textures to match. Count 1, 2 with each matched pair. • See activity ideas included in the bag.

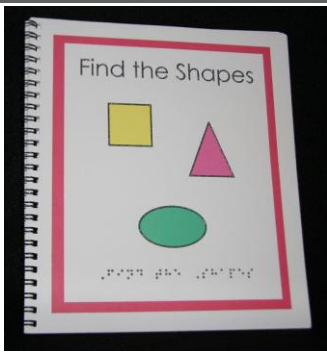


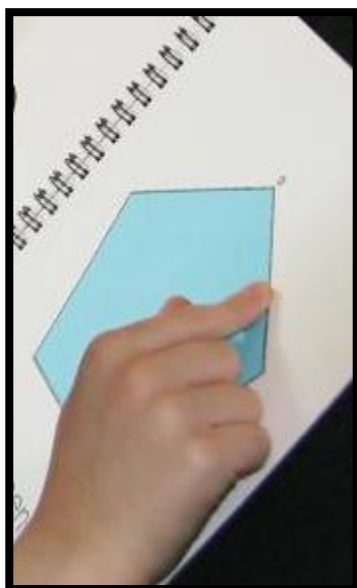
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Textured Shape Matching	Kit 1A
Supplier/Resource	Teacher prepared	
	<p>Goal: To develop matching by texture, shape and colour.</p>	
	<p>Activities to try:</p> <ul style="list-style-type: none"> Using the package of shapes provided talk about the shape name and the feel of the different textures. Ensure that the background provides contrast (black is best) and place one shape on the surface. Have the child feel the texture and find the one that matches. Initially provide 2 textures to choose from and then add 1 more etc. Mastery will be evident when all of the shapes are provided and the child matches independently. This activity is designed for a child who is blind. For a child who has low vision use a multi-sensory approach by having the child match by colour while encouraging the use of tactile skills as well. This activity can also be used to sort shapes. For example, put all of the circles in one pile. Next find all of the triangles, then squares, and finally all of the rectangles. 	

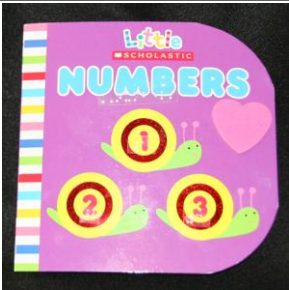


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Find the Shapes	Kit 1A
Supplier/Resource	Tactile Vision Inc. Canada http://www.tactilevisioninc.com/other_special_needs.php	
	Goal: Reinforcing mathematics concepts through literacy.	
	Activities to try: <ul style="list-style-type: none"> • Explore the book together with the child. On each page read and talk about the shape and colour of each piece. Have the child locate the tactile dot at the top of the shape. The child can trace around the tactile shape, returning back to the dot. • Have the child locate print/braille word as it is being read. • Whenever possible provide a 2-dimensional shape for the child to compare and match with the shape in the book. • Allow the child time to independently explore/read the book. 	




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Numbers 1 2 3	Kit 1A
Supplier/Resource	Little Scholastic http://www.scholastic.com/littlescholastic/	
	Goal: Reinforcing numeracy concepts through literacy.	
	Activities to try: <ul style="list-style-type: none"> • Explore the book together with the child. For the child who is blind let them touch the braille and tactile pictures for initial exploration. • On each page read and talk about the number/number word and the tactile picture. Take the opportunity to discuss the pictures in more detail in relation to the child's experience. With assistance have the child locate print/braille word as it is being read. • On each page have the child touch the tactile pictures as you count. • Allow the child time to independently explore/read the book. 	

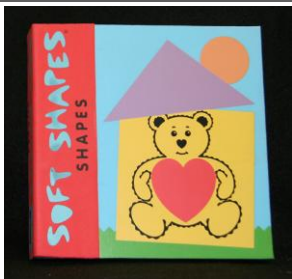


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Shapes – Circle, Square, Triangle or What Shapes Do You See? Kit 1A
Supplier/Resource	Play & Learn http://www.playnlearn.ca/ Begin Smart www.beginsmartbooks.com
 <p>The image shows two books. The top book is 'Shapes' by Play & Learn, featuring a yellow cover with the word 'Shapes' in large purple letters. Below it are three shapes: a circle with a beach ball, a square with a pink fabric square, and a triangle with a slice of pizza. The bottom book is 'What Shapes Do You See?' by Begin Smart, featuring a white cover with the title in large, colorful letters. It shows various objects like a door, a suitcase, a clock, and a pizza, each with a shape label.</p>	<p>Goal: Reinforcing shape concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Explore the book together with the child. On each page read and talk about the shape and colour of each piece. Associate shapes with common objects. Ensure that the child who is blind has access to the real objects whenever possible. • Have the child lift out the foam puzzle pieces to reveal more objects and words. For the child who is blind, have them turn the pages and take the shape pieces out, feel and name the shape before placing it back in. • Allow the child time to independently explore/read the book. • If the “What Shapes Do You See?” book is in your kit, the foam shapes are not included. There are fold out flaps that reveal more shapes.

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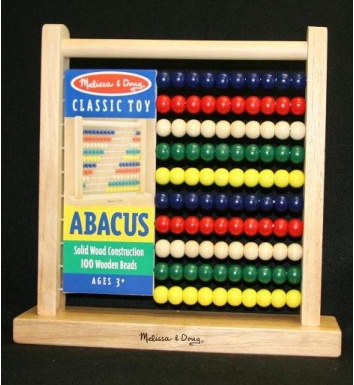
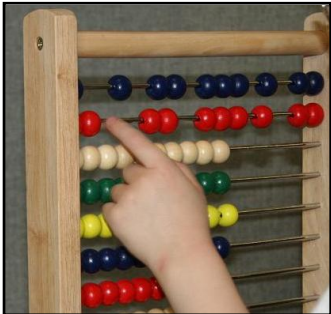
Item Name	Soft Shapes - Big and Little	Kit 1A
Supplier/Resource	Innovative Kids http://www.innovativekids.com/index.php	
	<p>Goal: Reinforcing mathematics concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Explore the book together with the child. On each page read and talk about things that are big and little. Let the child manipulate the pieces in and out. For the child who is blind, have them turn the pages and take the shape piece out and put back in. • Allow the child time to independently explore/read the book. 	

Item Name	Soft Shapes - Shapes	Kit 1A
Supplier/Resource	Innovative Kids http://www.innovativekids.com/index.php	
	<p>Goal: Reinforcing shape concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Explore the book together with the child. On each page read and talk about the shape and colour of each piece. Let the child manipulate the pieces in and out. For the child who is blind, have them turn the pages and take the shape piece out and put back in. • Allow the child time to independently explore/read the book. 	


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Resource Kit Materials List	
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RESOURCE KIT MATERIALS - GOALS & ACTIVITIES




Item Name	Abacus Kit 1B
Supplier/Resource	Melissa & Doug http://www.melissaanddoug.com/
 	<p>Goal: To develop rational/ordinal counting; cardinal number; patterns; simple verbal addition and subtraction.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Move any number of beads to one side of the frame. Ask the child to match your “move” on the wire below yours. This can also be done with a repetitive pattern. Arrange the 10 beads in different groupings; start with 1 bead, 2 beads; 1 bead, 2 beads; 1 bead, 2 beads. The child can copy the pattern on the wire below. • Have the child count from one to ten as they move that number of beads on each of the ten wires. • Move a certain number of beads to one side and ask the child to count how many beads you moved; start with 1 and add more slowly up to 10. An extension activity would be for the student to count how many remain on the other side. • Quickly move a certain number of beads to one side and have the child say how many and what colour the beads are as fast as they can (example 7 yellow beads, 4 red beads, etc.). See if they can get all 10 wires correct, or how many in a row they can answer correctly. <p>Extension activities:</p> <ul style="list-style-type: none"> • Build in the concepts of more or less and complete simple verbal addition and subtraction problems up to 5. • Choose a number (up to 5) and determine how many different combinations you can find to achieve that sum. (Combinations of five would be 1+4, 2+3, 4+1, 2+3).

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES




Item Name	Bingo Cards	Kit 1B
Supplier/Resource	Local stores	
	Goal: To develop matching by pictures.	
	Activities to try: <ul style="list-style-type: none"> • Show the small individual black line pictures of the objects. Have the student identify each picture. • Show the Bingo cards to the student and have them identify each picture on the cards. • Provide the student with a card and a set of matching pictures and have them match the pictures to the card. • Once the student can match, play a game of Bingo with the student and some of their peers. 	




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Birthday Cake (Candles 1,2,3) Kit 1B
Supplier/Resource	little tykes http://www.littletikes.com/
  	<p>Goal: To develop colour; rational/ordinal counting; one-to-one correspondence; numbers 1-3.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child explore the 4 pieces of the birthday cake. Introduce one at a time. • For the child with low vision talk about the colours and ask what they think each of the icing flavors are. • Have them locate the holes in the icing shapes and count them. • Introduce the cake form and have them put their favorite icing on the cake and then count the pieces. Have the child put the other icing tops on. Ask, "What kind of cake do you think we have now and how many pieces are there?" • Talk about the top (icing) and bottom (cake). • Have the child explore the candles. Say each number as the child touches and moves each candle. An extension activity would have the child say each number as they touch the candle. Mix up the candles and have the child order them. • Have the child put one candle in each of the icing holes and count the number of candles. • Let the child build their cake with one, two, or three toppings and add the candle number of their choice. Have the child show you how many fingers each of the candles represent. Ask the child how old they are and then show you how many fingers old they are. • You can have more fun with this activity by singing happy birthday songs (see songs and rhymes section). • If you have a kit with 2 sets of numbers, have the child match the one, two and three with the corresponding number.

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Braille Doll – ‘Brailin’	Kit 1B
Supplier/Resource	Independent Living Aids www.independentliving.com  PRODUCTS FOR YOUR ACTIVE INDEPENDENT LIFE 1-800-537-2118	
	<p>Goal: To introduce and reinforce spatial; number; body awareness concepts.</p> 	
<p>Activities to try:</p> <ul style="list-style-type: none">• Have the child explore Brailin. Focus on the following: body awareness: naming different parts of the doll's and child's body and face; discovering different textures: smooth shoes, soft hair, hard buttons; locating the buttons and pressing them down. Use spatial concept words such as left/right; up/down; top/middle/bottom as child explores Brailin (if necessary use hand under hand support to assist the child in structured exploration).• Talk about body parts. “Where is Brailin's nose? Where is your nose? How many ears/eyes/arms/hands/legs does Brailin have? Count them. How many do you have? Count them. Talk about clothing. Where are Brailin's shoes? How many does Brailin have on? Count them. Where are your shoes? How many do you have on? Count them.”• Use body parts on the child and on Brailin to compare similarities and differences. Show the front and back on the child and on Brailin. Have the child feel the top of the head and the bottom of the foot.• Show the child the braille buttons to press. Have the child press and count 1, 2, 3 on the left and 4, 5, 6, on the right (verbal and rational counting). Count how many all together (cardinal number).		

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Braille Lacing Buttons	Kit 1B
Supplier/Resource	Spectrum	
 <p>Goal: To develop matching and sorting; to recognize and verbalize numbers 1-5; to develop rational counting; exposure to braille numbers; tactile and visual subitizing.</p> <p>Note: the numbers are not contrasted thus they will be difficult for low vision children to identify visually.</p>		
<p>Activities to try:</p> <ul style="list-style-type: none"> • Take the buttons off of the string. Have the child play with the buttons 1-5. • Start with number 1 and have the child feel both sides of the button. Tell them to find the side that they think has the braille number on. Tell the child that it is the number 1. Have them feel the one hole in the button. Repeat for buttons 1-5. • Play a game called how many buttons are there by having the child quickly feel or look without counting. Start with one or two buttons and gradually move up to five. An extension activity would be to complete the same activity using the holes in the buttons by playing how many holes are there. • Have the child with low vision sort by colour and the child who is blind sort by the number of holes. • Give the child one string and a button. Have them put the end of the string through the button hole. If the child has not had exposure to lacing, you will need to show them how and provide practice time. Let them string buttons up to 5 and count how many altogether on the string. • For a patterning activity, start with 2 elements, yellow and green and 3 units, repeat 3 times; yellow, green; yellow, green; yellow, green. For the child who is blind; use button numbers 1 and 2 as the elements and repeat 3 times (units). • Practice verbal counting up to 25 by having the child put each button into a container (plastic or metal) and repeat the counting word after each addition. Reinforce the correct counting word if necessary. 		





RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Cars and Plane	Kit 1B
Supplier/Resource	Local stores	
	<p>Goal: To reinforce verbal and rational counting; cardinal number; colours; sorting; one-to-one correspondence.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child sort the toys by attributes (planes or cars) and by colour. • Have the child place the objects (one in each section) in a muffin tin. • Have the child count the objects up to 5 and tell how many. • Have the child count the objects up to 6, then 7 etc. and tell how many. 	




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Chick Tac-Toe	Kit 1B
Supplier/Resource	Local stores	
 		
<p>Goal: To develop one-to-one correspondence; repeat simple patterns; sort by shape and colour; verbal and rational counting; cardinal number; simple verbal addition and subtraction.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the student place one bunny/chick in each compartment. • Have the students sort by colour and shape. • Count the number in each group and tell how many altogether. • Make a pattern of 2 elements (chick, bunny) and 3 units (chick, bunny; chick, bunny; chick, bunny). Continue the pattern but hide it under a piece of paper. Have the child predict what is hidden under the paper. Tell the child that they are looking or touching a pattern. You can also provide the student with the remaining pieces and have them continue the pattern. 		




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


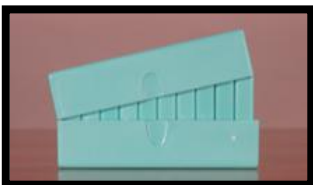
Item Name	Coloured Popsicle Sticks	Kit 1B
Supplier/Resource	Local stores	
	<p>Goal: To develop one-to-one correspondence; repeat simple patterns; sort by colour; verbal and rational counting; cardinal number; simple addition and subtraction.</p> <p>Note: Use a cookie sheet to keep the working space defined.</p>	
<p>Activities to try:</p> <ul style="list-style-type: none">• Use a metal container (coffee tin) and have the child drop the sticks in one at a time while child and/or adult verbally counts.• Have the child sort by colour.• Play the popsicle game by having the child hand each friend/doll/stuffed animal one stick.• Ask the child to count out a specified number of sticks up to 5 that are all the same colour. Have the child count out the same number of sticks that are a different colour. Then have the child compare how the two sets are the same and how they are different.• Have the child say the number name for a set of objects up to 5. Have the child show with their fingers the same number as in the set of objects.• Tell the child that you are making a colour pattern with the sticks; 2 elements (red, yellow) and 3 units (red, yellow; red, yellow; red, yellow). Verbally repeat the pattern. Present red, yellow, purple and green sticks and have them choose the two that they think would come next.• Show the child how to line up 3 or more sticks vertically in a horizontal row. Then have the child line up the sticks in the same way using colour as the attribute. For example, 1st all the yellow ones, 2nd all the red ones, 3rd all the blue ones.• The child is given 2 sheets of black construction paper and 3-5 sticks (start with 3). Show the child how different designs could be placed on the paper using the sticks. Talk with the child what is different and what is the same about the designs. For example, number of sticks, arrangements of sticks, sizes, and colours. Note: the common element will be that the number is the same regardless of colour, arrangement and size.• Allow the child time to make designs and then the adult can tell what is the same and different about their designs. <p>Use the sticks for simple verbal addition and subtraction problems up to 5.</p>		

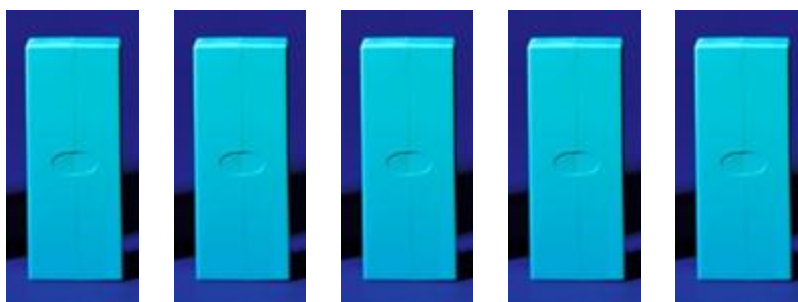
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Cookie Sheet	Kit 1B
Supplier/Resource	Local stores	
	<p>Provides physical boundaries to keep materials from rolling off.</p> <p>Will provide a defined area and auditory feedback when blocks are dropped on the metal sheet.</p>	

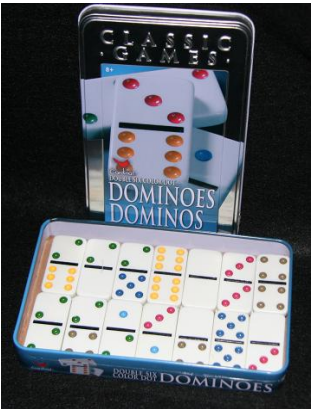
Item Name	Counting Animal Friends 1 2 3 4	Kit 1B
Supplier/Resource	Fisher Price	
	<p>Goal: To introduce early numeracy (1-4) and literacy skills through print, auditory, and a sing-along song.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Give the child the book to explore and count as they turn the pages. Read the pages to the child and talk about the pictures and numbers on the page. • Turn the sound on and show the child how to activate the button (several times for each picture) to read the story. • Allow the child to explore the book on their own. 	

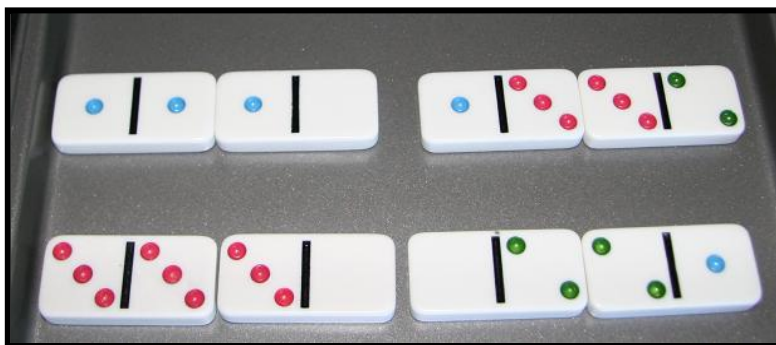
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Digi Blocks	Kit 1B
Supplier/Resource	Digi-Block http://www.digi-block.com/	
 	<p>Goal: To reinforce rational counting; cardinal number 1-10.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child remove the top off of the digi block holder. • Let the child remove the digi block pieces, counting each one as they set them down. Start with a group of 5 and ask the child how many are there altogether by holding up the correct number of fingers. Continue until all of the digi blocks have been counted. • Have the child replace the blocks into the holder, counting as they do this. <p>Extension activities:</p> <ul style="list-style-type: none"> • Have the child place the number of digi blocks on the table that correspond to a verbal number name. The child can also show you the correct number of fingers for the number name that is given. • Place 3 digi blocks on the table. Have the child tell you how many more they think are needed to make 5. Have them add the blocks and count to check if the answer is correct. 	




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Dominoes Set – Double Six Colour Dot Kit 1B
Supplier/Resource	Cardinal Industries Inc. http://www.cardinalgames.com/
	<p>Goal: To develop rational counting; cardinal number; matching the correct number of dots; visual and tactile subitizing.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Have the child count out 5 from the container of dominoes and tell you how many altogether. • Start with the dominoes with dots 1-3 and have the child match the bright coloured dots in pairs (see picture). • Continue the matching activity to 6. • Using only the dominoes with the coloured dots that add up to 6, have the child look or touch and tell you quickly without counting the number of dots they think there are altogether. Start with 1-3 dots initially and go up to 6.





RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Flash Cards (with pictures & numbers to 15) Kit 1B
Supplier/Resource	Local stores
	<p>Goal: To recognize and say numerals (1-15); select the appropriate number of objects to match the numeral and order them from 1-15. This activity is designed for children with low vision.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Present number cards 1-5 in sequence. Have the child identify each number correctly before adding new numbers. Have the child count the pictures on each card. Point out the number name on the bottom of each card. • Using the cookie sheet and tins with magnets, place each card separately on the sheet and have the child place the correct number of magnets beside the card. (Start with numbers 1-5 and add as the child demonstrates mastery). • Have the child point to the correct numeral on the cards that describes a given set of objects or finger arrangement. For example, present 2 objects and have the child point to the numeral 2 card. • Repeat the activity to 10 and further if the child is able go on to 15. • Given a set of cards 1-5 mixed up, have the child place them in sequence on the table. Repeat up to 10 and if able, to 15.







RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Happy Birthday Cake	Kit 1B
Supplier/Resource	 http://shop.smallworldtoys.com/	
	<p>Goal: To develop the concepts of part-whole; one-to-one correspondence; rational counting and cardinal number.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Give the child time to explore the birthday cake pieces. • Use the birthday cake kit to have a pretend party. The child can cut the cake into portions using the plastic knife. • Have the child give a piece of cake to 4 people/dolls (also one-to-one correspondence). • The child can place one candle in each piece of cake as they count each candle (rational counting and one-to-one correspondence). Have the child tell you how many there are altogether (cardinal number). • Have the child verbalize their age and show you with their fingers. • Sing happy birthday. 	



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

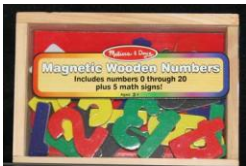
Item Name	Ice Cream Set	Kit 1B
Supplier/Resource	 http://shop.smallworldtoys.com/	
		
		
		
<p>Goal: To develop one-to-one correspondence; rational/ordinal counting; cardinal number; 3-dimensional shapes; sequencing time; part-whole.</p> <p>Activities to try:</p> <ul style="list-style-type: none">• Allow the child time to explore the ice cream kit.• Talk about the 3-D shape of the cone: has roundness, rolls but not straight and has one point).• Have the child place one scoop in each of the 3 bowls (one-to-one correspondence).• Talk about what they think the flavours of the scoops are. Have the child add and remove the scoops using the words, first, second, and third (ordinal).• The activity could also be a rational number activity by having the child count each scoop as they put it in the cone and cardinal number by indicating how many in all.• After the child has added 3 scoops on the cone have them pretend to eat each scoop. As they are eating each scoop say “you ate one scoop.” “How many scoops are left?”• Use the words first, second, and third when appropriate during the activity to reinforce a time sequence. “First you put on the chocolate ice-cream, second you put on the strawberry, third you put on the vanilla. Then you ate it (time sequence)”.		

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Large Tactile Dominoes Set	Kit 1B
Supplier/Resource	Teacher prepared	
	<p>Goal: To develop rational counting; cardinal number; matching the correct number of dots; visual and tactile subitizing.</p>	
<p>Activities to try:</p> <ul style="list-style-type: none">• Use the cookie sheet with this activity.• Give the child time to explore the tactile dominoes before starting directed work.• Have the child count the number of pieces and tell you how many altogether.• Explore each piece starting with the lowest numbers. Have the child locate the yellow or tactile line in the middle. Talk about the left side and the right side of the yellow/tactile line. Have the child count the dots on the left and then the right side.• Demonstrate with the child how the dots can match up according to number (see picture).• Play a game where you take turns finding the one that matches until all are lined up correctly.• Have the child play on their own, to complete the task. <p>Have the child look or touch and tell you quickly without counting the number of dots they think there are altogether. Start with 1-3 dots initially and go up to 6.</p>		



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

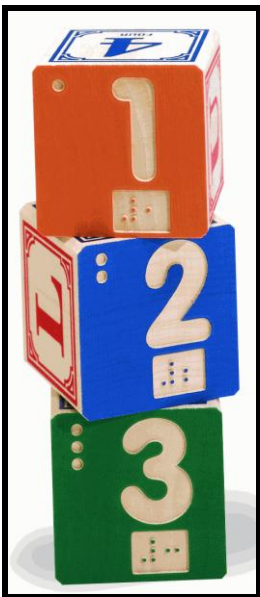
Item Name	Magnetic Wooden Numbers 0–20	Kit 1B
Supplier/Resource	Melissa & Doug http://www.melissaanddoug.com/	
	Goal: To recognize, count and order numbers from 0-20; relate a numeral 1-10 to its respective quantity; to represent simple addition and subtraction problems up to 5.	

Activities to try:

- Use the cookie sheet with the magnetized numbers.
- Start with 1-5 (all numbers are labeled in braille) and have the child name them through vision or touch as they place them on the cookie sheet. This will be more challenging for students who use braille as braille numbers may not have been introduced yet. Have the child order the numbers from 1-5 if they are able.
- Using the same 1-5 numbers, place them vertically on the cookie sheet. Give the child a tin of magnets and have them place the correct number of magnets beside each number. If the child does not recognize braille numbers, verbalize the number for them.
- Continue up to 10 and repeat the sequence. Continue up to 15 and 20 if the child is able.
- Using numbers 1-5 and the plus, minus and equal signs begin to set up simple addition and subtraction problems.
- Start with 1 and 2 and place them on the cookie sheet horizontally. Have the child place the respective quantity of magnets below the numbers and then tell how many altogether. Show the child with the correct signs the operation that was completed. Use the words 1 plus 2 equals 3. Change it around to 2 plus 1 still equals 3. Always use manipulatives.
- Continue to 5 and repeat the sequence.
- After addition has been mastered, start with a larger number first and have the child place the respective quantity below it. Then have the child remove one and tell how many are left. Show the operation using the correct signs. Verbalize what has happened; four take away 1 equals 3. Again repeat up to 5 using a variety of manipulatives.






RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Math Braille Blocks	Kit 1B
Supplier/Resource	Exceptional Teaching Inc. http://www.exceptionalteaching.com/	
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<p>Goal: To stack and count (verbal, rational and ordinal); exposure to braille and print numbers</p> <p>Activities to try:</p> <ul style="list-style-type: none">Place the blocks on a cookie sheet and allow the child time to touch and play with the blocks. The cookie sheet will provide a defined area and auditory feedback when the blocks are dropped.Provide a large can (coffee can) and have the child drop the blocks into the can. Count aloud as the blocks are dropped. Next have the child put a specified number of blocks into the can, up to 5, and count as they do it. Continue up to 10.Give a specified number and have the child stack the blocks according to the number.Expose the braille numbers to the child who is blind. Have them locate the braille number on the blocks.		



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Number Foam Blocks	Kit 1B
Supplier/Resource	Dollar Store	
 	Goal: To visually identify and order numbers 1-9.	
	Activities to try: <ul style="list-style-type: none">• Use the cookie tray and start with number 1 and have the child identify the number, continue up to 5. When the child can correctly identify all of the numbers; have them place them in the correct order.• Mix up the numbers and have the child repeat many times. Put a 1 and a 2 block and have the child continue.• When 1-5 has been mastered, move on to 6 and repeat sequence. Continue until child can put blocks 1-9 in the correct order.• This activity can be completed vertically or horizontally.	
		

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Number Matching Set 0 – 9 Kit 1B
Supplier/Resource	http://www.childtrek.com/
	<p>Goal: To visually recognize numbers 0-9; match pictures and numbers; reinforce colours.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Separate puzzle pieces; start with 0-4 and allow the child time to play with and explore the puzzle pieces. • Identify and place each number (0-4) in front of the child and have them repeat the number word for each. You can practice sequencing in the correct order. • Start with the 0 and have the child place the piece without the picture with the 0, move on to the puzzle picture of 1 moon, place it with the number 1 and have the child try to fit them together. Reinforce through verbalizations that there is one moon with the number 1. Move on to the rest of the numbers up to 4. Allow time for the child to play with the 5 sets and put them together. • Once the child has mastered 0-4, repeat the sequence with 5, 6 and 7. Finally add 8 and 9. • Let the child play with all of the pieces and put the puzzles together. • Ask the child if they can think of another way to match the puzzle pieces other than by number and objects. If they cannot, then talk about colours as another way to match the puzzle pieces. You can also have the child indicate through a finger arrangement the number of objects within each puzzle set.

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES


Item Name	Pizza Party	Kit 1B
Supplier/Resource	Melissa & Doug http://www.melissaanddoug.com/	
Goal: To develop understanding of part-whole concepts (to be used after birthday party activity).		
<p>Activities to try:</p> <ul style="list-style-type: none"> • Play pretend pizza party with the child. Place the pizza on a background that offers good contrast. • Make up a simple story using the child's name and up to 5 friends (peers in the class, siblings, family members and friends etc.) about a pizza party or family pizza meal. Initially talk about the child's favorite pizza toppings. Show each of the topping pieces in the kit to the student (there are 3) and identify each one. Reinforce additional mathematics skills by having the child count the pieces, match, sort, and categorize the topping pieces and identify colour. • Have the child feel the entire pizza and touch each piece. • With the child take the pizza apart, counting each piece as you take it apart and then recounting all of the pieces in a group. • Put the pizza back together. Have the child add toppings to each piece for the friends coming to the party or if there are other children available they can put their own toppings on. Count the topping pieces as you put them on each pizza section. • Once the pizza has all of the toppings on, pretend cook the pizza. • Use the pizza cutter to cut the pizza into pieces. Give each of your friends a portion of the pizza. • Reinforce early mathematics concepts at the child's developmental level. For example, sort by categories, colour and function (use sections in wooden box provided with pizza party), one-to-one correspondence, and having the child develop story involving pizza, etc. <p>Extension activities:</p> <ul style="list-style-type: none"> • Reinforce verbal addition and subtraction up to six during the pretend pizza party. <p>Use your imagination to develop other activities to do with the pizza party kit.</p>		



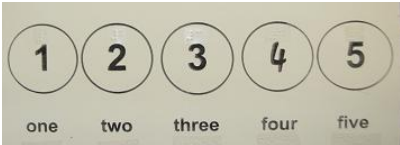
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Plastic Eggs	Kit 1B
Supplier/Resource	Local stores	
	Goal: To develop one-to-one correspondence; verbal counting; comparing colour, weight, size, shape and texture.	
	Activities to try: <ul style="list-style-type: none"> • Allow time for the child to explore the plastic eggs and carton. • Ask them to show you what they think they could do with the eggs and carton. • Have them count the eggs and tell how many altogether. • Compare a real egg with a plastic egg. Talk about colour, weight, size, shape and texture of each. 	



Item Name	Tactile Dice	Kit 1B
Supplier/Resource	CNIB	
	Goal: To develop visual/tactile subitizing.	
	Activities to try: <ul style="list-style-type: none"> • Have the child roll one dice and with a quick glance or touch, tell how many dots there are. 	

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Tactile Math Counting Sheets 1–5	Kit 1B
Supplier/Resource	Teacher prepared (PIAF machine)	
	<p>Goal: To develop rational/ordinal counting; cardinal number; one-to-one correspondence; beginning addition/subtraction; money skills.</p>	

Activities to try: (use cookie sheet/magnetic board and magnets)

Activity sheet #1 and #2



- Place sheet on a magnetic board or cookie sheet. Have the child explore the worksheet. Ask the child how many circles they think there are without counting and then count the circles together.
- Talk about the braille/print numbers and number words to 5. Place 5 magnets on the cookie sheet and have the child place each magnet on a tactile circle as you count with them. When finished counting ask how many altogether.

Extension activities for sheet #1 are listed below:


- Use 2 different coloured magnets for addition and subtraction activities up to 5. For example, have the child place 2 red magnets on the first 2 tactile circles while counting with the child. Give the child 1 blue magnet and have it placed on the 3rd circle. Ask the child how many red magnets are there and how many blue. Ask how many altogether. Verbalize 2 plus 1 equals 3. Continue with combinations up to 5. Repeat for subtraction using the words 3 take away 1 equals 2.
- Have the child place 1 penny on each of the circles. Ask the child to count the pennies and tell how many there are altogether. Verbalize that 5 pennies equal 1 nickel. Show the child a nickel and talk about the size and colour differences.

Activity sheet #3, #4, and #5


- Repeat above activities for sheet #3 (1-5) to ensure that the child has the concept.
- Move on to placing one more magnet on the number 6. Have the child count altogether and verbalize 5 plus one equals 6. Continue up to 10 as the child masters each new addition. Repeat with subtraction.
- Use pennies as an extension activity. Repeat on activity sheet #4 and #5.

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

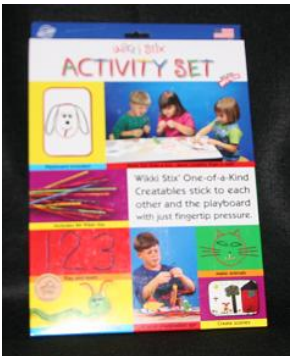

Item Name	Tactile Ordering 1 - 6 (magnetic and tactile) Kit 1B
Supplier/Resource	Teacher prepared
 	<p>Goal: To develop rational counting; cardinal number; sequencing number of objects 1-6; subitizing 1-6.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • This activity involves use of a cookie sheet. • Allow the child time to explore the pieces on the cookie sheet. • Have the child count all 6 pieces and tell how many altogether if they are able to. • Review each piece (1-6) with the child sequentially by verbally counting each tactile shape and telling how many there are altogether on each. • Play the mix up game and take turns with the child putting the number of tactile shapes in sequence. • Allow the child time to put the shapes in order on their own. • Have the child quickly tell you how many shapes there are without counting (child looks or touches). Start with 1-3 and add 4-6. It may be challenging for a child who is blind to go beyond 3. 

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

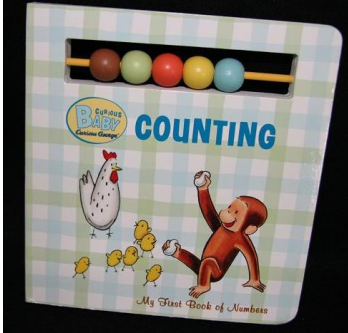
Item Name	Tactile/Visual Subitizing Activity Kit 1B
Supplier/Resource	Teacher prepared
	<p>Goal: To subitize up to 5 (instantly recognizes collections up to 5 briefly shown and verbally names the number of items).</p> <p>Activities to try: (Prior to this activity, ensure that the child has had practice in their environment and with manipulatives naming groups of 1- 2 (later 3). For example, when shown a pair of shoes the child will say “2” .</p> <ul style="list-style-type: none"> • Play “Snapshots” game with dot collections 1-4. As an example, tell the child they have to quickly take a “snapshot” of how many they see – their mind has to take a “fast picture”. (Clements and Sarama, 2009, pg. 11). • Start with the 1 dot arrangement and ask the child to respond verbally with the number name after a quick glance or touch. Move on to the more difficult arrangements of 2 and more as the child becomes more competent and confident. • As an extension activity, have the child verbally label all arrangements to 5. Ask the child why he or she gave this answer. The goal is to encourage the child to see/feel the concepts of addition and subtraction. For example, to the question why, the child may answer, “I saw/felt 3 and 2 so I said 5.”




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

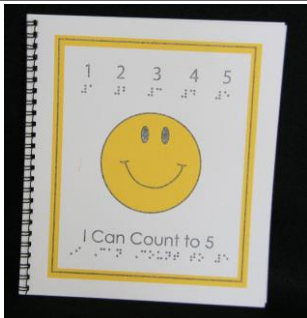
Item Name	Wikki Stix Activity Set Kit 1B
Supplier/Resource	www.wikkistix.com
	<p>Activities to try:</p> <ul style="list-style-type: none"> • Use the Wikki Stix Activity Set as a hands-on teaching tool to outline shapes, create tactile pictures, letters, numbers, and borders. For example, on the activity board, print the numeral 1 and beside it make 1 Wikki Stix circle (or other shape) as a visual tactile cue for the child. Have the child place one magnet on the tactile circle and say 1. Repeat to 5. • Use the activity kit to make the 4 basic shapes (circle, square, triangle, and rectangle). Begin with a circle and then have the child make the same shape to match. 

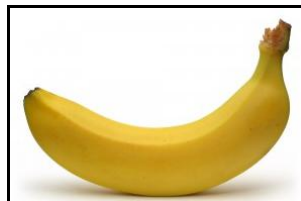
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Counting – My First Book of Numbers (with abacus) Kit 1B
Supplier/Resource	Houghton Mifflin Harcourt Publishing Company www.curiousgeorge.com
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book; turn the pages; play with the abacus beads. • With the child begin to systematically go through the book. Have them count the beads on the cover. • On each page read and talk about the pictures, words and numbers. Let the child find the words and numbers (braille and print). • Have the child move the corresponding bead with the number on the page. Hand under hand support may be required. • Let the child read the book on their own.

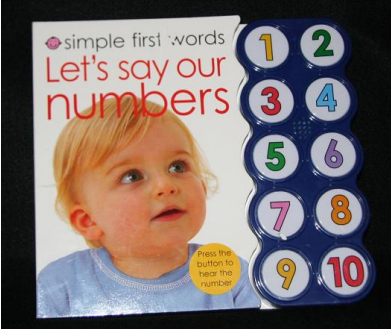
Item Name	Five Shiny Stars Kit 1B
Supplier/Resource	Little Scholastic http://www.scholastic.com/littlescholastic/
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book and turn the pages. They will discover the music at the end. • With the child begin to systematically go through the book. Have them feel and count the stars on each page. • On each page read the story and talk about the pictures, words and numbers. Let the child find the words and numbers (braille and print). • Sing Twinkle, Twinkle Little Star at the end. • Let the child read the book on their own.

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	I Can Count to 5 Kit 1B
Supplier/Resource	Tactile Vision Inc. Canada http://www.tactilevisioninc.com/other_special_needs.php
	<p>Goal: Reinforcing numeracy through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Prior to reading this book collect all of the objects in the book; 1 cup, 2 bananas, 3 spoons, 4 apples and 5 balls. • Allow the child time to explore the book and turn the pages. • With the child start with the front cover and let them feel the words, pictures, and numbers as you read them. Ask the child what they think will be in the book. • On each page have the child feel the object picture, numeral and word. Pair the real object with the tactile object on each page. Talk about object qualities and function. Have the child count both the real and tactile objects.

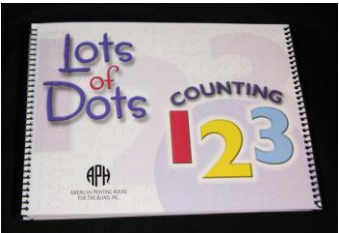



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Let's Say Our Numbers by R. Priddy Kit 1B
Supplier/Resource	Priddy Books http://www.priddybooks.com/default.aspx
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book and turn the pages. They will discover that the print/braille numbers say the numbers when pressed. • With the child systematically go through the book. On each page read the number and object words and have the child press the button that matches the number. • See additional activities listed at the bottom of each page in the book. • Let the child read and continue to explore the book on their own.

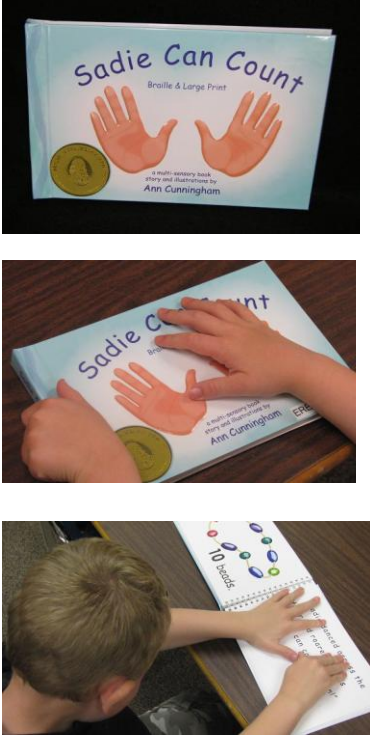


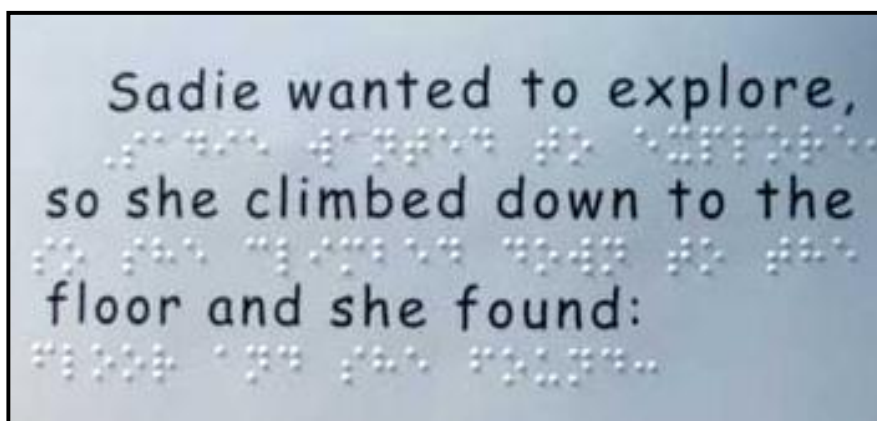
RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Lots of Dots: Counting 1 2 3	Kit 1B
Supplier/Resource	American Printing House (APH) http://www.aph.org/	
	<p>Goal: To develop braille number recognition skills through tactile perception and discrimination.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> This program is designed for students who have been exposed to and have an understanding of the braille code. Use this program with consultation from the Teacher of the Visually Impaired. This program needs to be individualized for each child that uses it. 	


Item Name:	My Numbers	Kit 1B
Supplier	Scholastic http://www.scholastic.ca/	
	<p>Goal: To recognize numbers 1-10 and develop classification skills. This activity is designed for children with low vision.</p> <p>Activities to Try:</p> <ul style="list-style-type: none"> Read each book with the child and have the child count each object picture. Ask the child how they think that the pictures on two pages facing them go together. Provide clues if required. Let the child look at the books on their own. 	
		

RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Sadie Can Count by Ann Cunningham Kit 1B
Supplier/Resource	www.SensationalBooks.com
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Collect the common objects pictured in Sadie Can Count to develop concepts: 1 ball, 2 socks, 3 books, 4 blocks, 5 seeds, 6 leaves, 7 keys, 8 shells, 9 bells, and 10 beads.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book visually and tactually and turn the pages. • Read the book as the child follows along. Talk about the pictures on each page and have the child follow along with the words as you are reading. • Collect the items referred to in the book and use them to explain how the 2-D picture in the book is a picture of the real object. • For comprehensive additional activities see the included handout entitled Parent/Teacher Guide for Sadie can count. • Let the child read the book on their own.




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Sun Maid Raisins Play Book by Alison Weir Kit 1B
Supplier/Resource	Simon & Schuster Children's Publishing Division
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Activities to try: This activity is for students with low vision.</p> <ul style="list-style-type: none"> • Allow the child time to explore the book visually and tactually and turn the pages. • Give the child a small container with raisins and tell them that they will be using them in the book. Demonstrate on the first page with the child after you read it. • Read the book as the child follows along. Talk about the pictures on each page and have the child complete the task with the raisins. • Let the child read the book on their own.

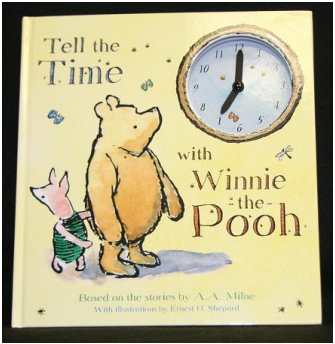


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Tactile Math Counting Book to 10	Kit 1B
Supplier/Resource	Teacher prepared	
	Goal: Reinforcing numeracy concepts through literacy.	
	Activities to try: <ul style="list-style-type: none"> • Explore the book together with the child. Let the child touch the tactile objects and have the child tell you what they think the object is. • On each page have the child touch the object as you verbalize the number word. Have the child locate the braille/print number. • Allow the child time to independently explore the book. 	

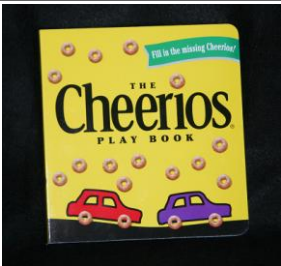


RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Tell the Time with Winnie the Pooh by A. A. Milne Kit 1B
Supplier/Resource	Egmont http://www.egmont.co.uk/default.asp?pageid=1
	<p>Goal: Reinforcing time concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book visually and tactually and turn the pages. • With the child talk about the clock on the book. Talk about the big and little hand and numbers 1-12. Have the child point to and identify any of the numbers that they may know. Let them move the hands to a specified number if they are able. • On each page as you read the story, relate the story activities to the child's daily activities. • Keep the big hand on 12 and have the child move the hour hand to the appropriate number in the story. Assistance may need to be provided. • Let the child read the book on their own.




RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	The Cheerios Play Book by Lee Wade	Kit 1B
Supplier/Resource	Simon & Schuster Children's Publishing Division http://www.simonandschuster.com/	
	Goal: Reinforcing numeracy concepts through literacy.	
	Activities to try: <ul style="list-style-type: none"> • Allow the child time to explore the book visually and tactually and turn the pages. • Give the child a small container with cheerios and tell them that they will be using them in the book. Demonstrate on the first page with the child after you read it. • Read the book as the child follows along. Talk about the pictures and on each page and have the child locate and count the empty circles and put a cheerio in them. • Have them look at or feel the words as you read the book. • Let the child read the book on their own. 	



RESOURCE KIT MATERIALS - GOALS & ACTIVITIES

Item Name	Touch and Learn 1 2 3	Kit 1B
Supplier/Resource	Make Believe Ideas Ltd. http://www.makebelieveideas.com/index.php	
	<p>Goal: Reinforcing numeracy concepts through literacy.</p> <p>Activities to try:</p> <ul style="list-style-type: none"> • Allow the child time to explore the book visually and tactually and turn the pages. • With the child begin to systematically go through the book. Have them feel and count the pictures and numbers on each page as you read the words and talk about the pictures, words and numbers. • Let the child read the book on their own. 	





I use my ears
and hands for
eyes
And make them
see for me
I listen hard and
gently touch
And thus it is I
see.



