Day 7 · Help with the counting stall

1 · Three baskets

Two baskets stand on the counter and one underneath. Two jars and three apples should not be counted. Let the child point to each basket. The picture of the stall holds everything that is counted; the comic panels are not part of the counting task.

2 · From the left: 2, 3, 1

Count the baskets first. Write the number, and check once more. The cards are mixed up on purpose. An adult can read the instruction; the child can answer by pointing.

3 · Note B

A asks someone to count. B says that someone has counted three baskets. This tells an instruction apart from a claim about work that has been done. The note alone does not prove that anyone really counted, or counted correctly. Compare with the drawing on page 1.

4 · Five things of your own

Five things the child chooses in the stall, and the number 5 on the note. If the child draws a different number, count together and write the number you see. The aim is for the picture and the note to match, not drawing skill.

5 · Check together or alone

Two players count the same collection without moving the things. They show their numbers afterwards. Different answers are a reason to look again, not to pick out a bad counter. The version for one uses the child’s own drawing.

Frame and limits

This is a made-up exercise with a loose historical setting. Neither the people, the messages nor the pictures are historical sources. The sheets can be used without remembering the conversations in the game. No testing with children or printing on paper has been done.