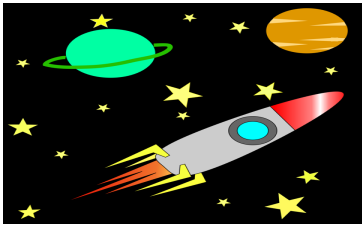


SPACE COUNTING AND GRAPHING

READY, SET, LET'S COUNT AND GRAPH!

THINK ABOUT . . .

Get ready to blast off! Count all of the space items and graph the number of items that are on the page. Developing the skill of graphing is an important mathematical concept for your child to learn. Graphing allows us to see data quickly, view the most important facts, and it helps us to remember the information. While working on counting and graphing, use the Listening and Spoken Language strategy auditory sandwich to say, show, then say your target word!



MATERIALS NEEDED:

- Space Counting and Graphing PDF
- Coloring pencils

PREPARATION:

- 1- Print out the Space Counting and Graphing PDF

VOCABULARY:

- Space
- Spaceship
- Planet
- Astronaut
- Star
- Count
- Graph
- Numbers 1-10

ACTIVITY

- 1- Print out the Space Counting and Graphing PDF.
- 2- Get ready to blast off with this fun counting and graphing page.
- 3- Explain to your child that he or she will count the number of space objects in each column.
- 4- After counting the number of space objects in the column, your child can color in the number of squares to graph his or her findings.
- 5- Use the LSL strategy auditory sandwich by saying, showing, and then saying your target word again. Say, "I see **nine** spaceships," point to the spaceships then say, "there are **nine** spaceships".

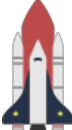




HELPFUL TIPS:

- To make this activity easier, focus on counting the objects in the column first. Make sure your child is confident in counting all of the objects before moving onto graphing.
- Include the use of manipulatives (small toys or stickers) to help your child graph the number of objects. When counting the space objects in the column, he or she can place a manipulative in the corresponding graph box until all objects have been counted.
- To make the activity more difficult, your child can answer the questions in the bottom box for additional practice on 'more than / less than' concepts.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.







9					
8					
7					
6					
5					
4					
3					
2					
1					
					

What object was there more of? _____

What object was there less of? _____

How many more  are there than 

How many more  are there than 
