**Teaching Math Through Games: Professional Development Module**
**Transcript for Slide 4 – Areas of Math**

Narrator: Let's look at an example of a teacher following all the steps for teaching math using a game. This teacher chose Counting and Cardinality and Adding as the math skills to teach. And, she has already set the stage by choosing a group of four children and gathering the needed materials. Watch as she introduces the game simply and quickly.

Teacher: Alright, so the bears are going to go to the zoo. The way that we are going to get them on the train is we have to roll this cube, which is going to tell us how many. And we have to roll this cube, which is gonna tell us what color bear to take and put on the train.

Narrator: Now that the children know what to do, let's see them play the game. As you watch, look for examples of foundational teaching practices you might see.

Teacher: What did we get?

Child 1: Six.

Child 2: Six again!

Teacher: Six again.

Child 3: A duplicate.

Teacher: A duplicate! I love that. Why did you say a duplicate?

Child 3: Because it's the same thing.

Teacher: It's the same. Alright, Kennedy's gonna help us. Tell us what color it is.

Child 4: Blue.

Teacher: Koran, can you take out six blue bears?

Child 2: It looks like purple when you start.

Teacher: Blue and purple do look similar sometimes.

Child 3: Purple and blue looks like the same color.

Teacher: Let's see.

Child 3: Like this one.

Teacher: All right, let him help. Let him take out those six blue bears.

Child 3: It's the duplicate one. Why do we just get a duplicate?

Teacher: Alright, let's move it here. So, Altimar, I heard you say a duplicate.

Child 2: It's the same.

Teacher: Right now, our blue train and our yellow train are the same. How many bears do they both have?

Children: Six.

Teacher: Six bears.

Child 3: Then it would just be sixty-six.

Teacher: If we were writing the number six and six, it would look like 66. You wanna know how many all together? Let's count them all together, then. Let's take our blue train and our yellow train.

Children: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Teacher: How many do we have all together?

Children: Twelve!

Teacher: Twelve.

Narrator: Let's review the foundational teaching practices this teacher used. Did you notice all the math language the teacher was able to use even in this short video? She used the words duplicate, same, how many, and both.

Teacher: I heard you say a duplicate.

Child 2: It's the same.

Teacher: Right now, our blue train and our yellow train are the same. How many bears do they both have?

Narrator: She also used math language when counting the bears when she said, “how many,” “all together,” and “count.”

Teacher: You wanna know how many all together? Let's count them all together, then. Let's take our blue train and our yellow train.

Children: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Teacher: How many do we have all together?

Narrator: By doing this, she teaches students to view and describe their world mathematically. This teacher also asks an open-ended question.

Child 3: A duplicate.

Teacher: A duplicate! I love that. Why did you say a duplicate?

Narrator: This question doesn't have a right or wrong answer. Questions like this get children to explain their mathematical thinking in their own words and lets teachers understand their thought process. We didn't see the teacher model math skills, and that's okay. Following the steps to teach math through a game, and using foundational teaching practices helps teachers support children's math skills and keeps them focused and having a good time.