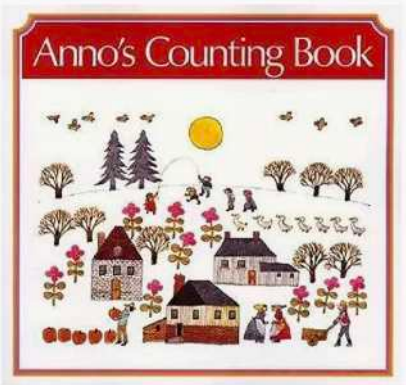


Anno's Counting Book

What patterns do you notice throughout this book?

Topics: numbers 0 - 12, counting, sets, groups, one-to-one correspondence, observation, time, spatial relationships

Activities To Do Together:

Use *Anno's Counting Book* to help your chlld recognize the numbers 0 to 12 and to practice counting.

Look at the cover of *Anno's Counting Book* with your child:

- Predict what the book will be about.
- Count the houses, people, trees, and birds. Are there more ducks on the ground or birds in the sky?
- Compare the buildings. Compare the trees.

As you look at *Anno's Counting Book* with your child:

- Encourage your child to talk about and count what they see. Ask, "How many there are?"
- Ask your child to find and count the people, buildings, plants, and animals that represent the number featured on the page.
- Point to the number on each page and talk about different ways you can represent that number.
- Count the blocks on the pages on the left. Talk about how the blocks change throughout the story.
- Compare pages 4 and 5. What is similar? What is different?
- Ask you child what they notice about the seasons throughout the story.

When you are done looking at *Anno's Counting Book*:

- Talk about zero using the first pages of the story. There are zero buildings, zero people, and zero trees.
- Try looking at the book backwards and notice what happens with the numbers and illustrations.
- Create your own story to accompany the pictures in the book.
- Find groups of 1 to 12 around you. Make groups of items from 1 to 12.
- Make your own counting book for numbers 0 to 12.

AUTHOR:
Mitsumasa Anno

In this imaginative, wordless counting book, the numbers zero through twelve are illustrated through a series of landscapes showing the growth of a small village over time.

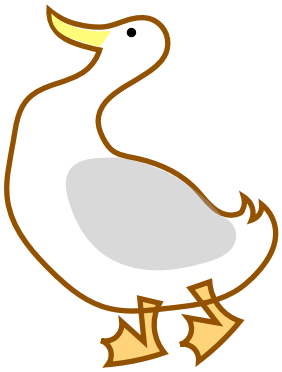
Ages: Birth to 8 years

ATOS Reading Level:
n/a

Lexile: Non-prose

ISBN: 9780064431231

Copyright: 1975



Conversations During Daily Routines with Infants and Toddlers:

1. Dressing Time - Count groups of two out loud when getting ready. Say, “You have two socks: one sock, two socks. You have two mittens: one mitten, two mittens.”
2. Snack Time - When you are all done with snack, say, “These’s nothing left! Zero snacks, all gone!” to introduce the idea of zero.
3. Tummy Time - Place one toy in front of your baby. Say and point, “There is one toy.” Add one toy at a time and narrate what you are doing. “Let’s add one toy. Now there are two toys. One, two. If we add one more toy you will have three.” Point and count the toys after adding another one.
4. Outside Time - Make groups of four with different objects. How many groups of four can you make together?

Questions for Mathematical Thinking:

1. What changes throughout the book? What types of changes did you notice?
2. Why do you think there is always twice as many people as the number featured on the page?
3. What types of things did you notice on the landscape pages that do NOT represent the number featured on the page?
4. What was easy to count in this book? What was more difficult to count? Why do you think so?
5. What stays the same throughout the book?

Early Math Project Resources:

Visit Anno's Counting Book Activities (earlymathca.org/anno-s-counting-book)

Follow this link or visit earlymathca.org/external-resources for additional online resources

Vocabulary

the story: n/a

Related Math Words: cardinality, counting, decrease, eight, eleven, five, four, increase, less, more, nine, none, one, one-to one correspondence, seven, six, ten, three, twelve, two, zero

Spanish Title: n/a
However, the book is accessible for most because it has no words.

Related Books: *Anno’s Counting House* by Matsumasa Anno; *The Very Hungry Caterpillar* by Eric Carle; *None the Number* by Oliver Jeffers

Click this link to the World Catalog or enter https://bit.ly/3YmzCmJ to find *Anno’s Counting Book* in the public library.

Math Connections:

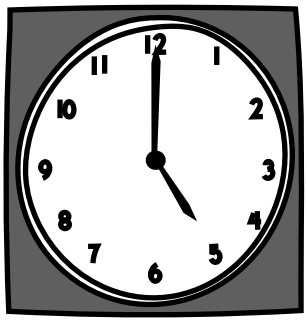
Anno's Counting Book is a wordless book of twelve landscape images that represent the numbers one through twelve. Many mathematical concepts may be explored with *Anno's Counting Book*, including cardinal and ordinal numbers, sets, groups, cardinality, subitizing, addition, subtraction, time, elapsed time, spatial relationships, mathematical reasoning, shapes, size, and scale.

Young children need plenty of opportunities to count. If sharing the book with an infant, consider looking at one or two of the beginning landscape scenes together. Notice what you see, make comparisons, point to and count the objects, and talk about what you notice and where things are located. For example, if looking at the landscape for the number two, you might:

- Count the running children, "One, two."
- Point to and count the two adults and two children.
- Notice there are four people. Two adults and two children equal four people.
- Point to and say, "The two children are running **behind** two brown rabbits."
- Point to the children and the rabbits. Say, "The children and rabbits are **on top of** the hill."
- Point to the two green trees and two rabbits. Say, "The rabbits are **between** the two green trees."
- Notice and count the two trucks. Explain that one truck is carrying two green boxes and the other truck is carrying two round logs.
- Point to and explain that the white building is larger that the tan building.
- Observe that the ground has patches of white snow. It must be winter time.

If sharing the book with an older toddler, encourage them to tell you about what they notice about the landscapes. Listen to what they notice. Encourage them to look at the images carefully. For example, if looking at the landscape for the number three, you might say:

- "Tell me about what you see."



- “How many buildings do you see? Point to the building. Let’s count them together. One, two, three.”
- “Let’s count the boats on the page together. Where are they located? What animals are flying **above** the hill? Let’s count them together!”
- “Do you see the children marching **under** the flowers? Do you think flowers grow that big?”

If sharing the book with preschool children, ask them to tell you what they notice has changed from page to page. You might ask them about the changes between the zero and one landscape pages. Have fun looking at all of the details of a landscape together. Notice everything that you can. Then turn the page and figure out what has changed. Which is the new building? Is it the same time of year? How else has the village changed? Ask your child what they notice about the number of people on each page. If they don’t notice that the number of people in each landscape is double the number that is featured on the page, ask them why the number of people doesn’t seem to match the number. They may make the connection that the people are broken into two sets, a set containing adults and another set containing children. When each set is counted on its own, the number of children and number of adults do match the number featured on the page. On the landscape page for the number five, ask your child to search for the adults and children. They aren’t grouped together. Notice that when you combine the group of three children with the group of two children you end up with five children.

Ordinal numbers are used to tell where something falls within a series and include words like “first,” “second,” “third,” and “fourth.” While talking about the book with children of any age, use these words often. You might ask, which was the **first** building in the new village? Was the **second** building larger or smaller than the first? What do you like best about the **third** landscape?

Cardinal numbers are the counting numbers beginning with the number 1. Zero is also represented in the book, but zero is not a cardinal number. Encourage your child to count any of the images in the book and tell you how many they see. It is common for young children to count a group of objects, assigning one number to each object without understanding that the last number said also indicates the total number of objects.

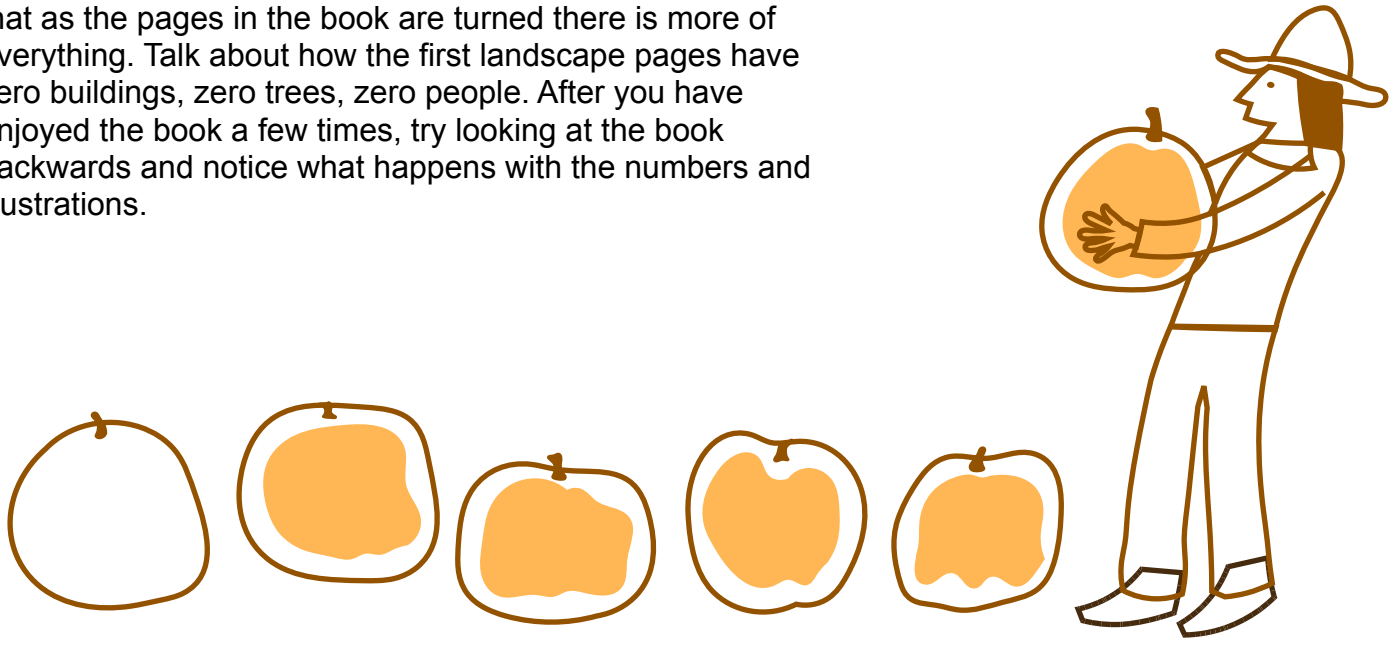
With lots of counting practice children come to understand the concept of cardinality, that the last number said also tells you the total number of objects in a group. When a child counts a group of objects and is confident that the last number they said also tells the total number of objects (without having to count again) they've mastered this important concept.

Listen as your child counts the objects in the story. Don't be concerned if they repeat numbers, skip numbers, or mix up the counting sequence. All of these mistakes are very common when children learn to count. Counting is complex. It takes time and lots of practice. When your child starts to assign one number to each object as they count, they understand one-to-one correspondence. One-to-one correspondence is giving one number name to each object without skipping or repeating objects.

It is also important that children become so familiar with the way small quantities of objects look (one to six objects) that they recognize how many objects are in the group without counting. For example, looking at a group of four fish and automatically knowing there are four fish without counting them. This concept is called subitizing.

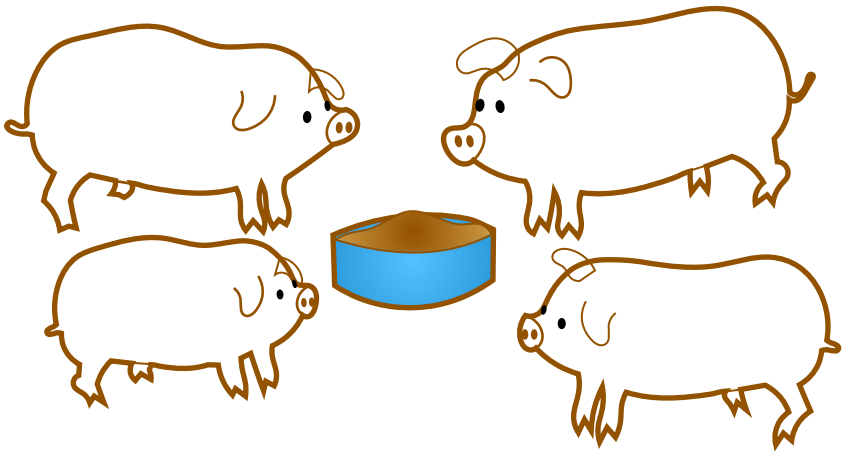
If your child recognizes there are two children or three boats without stopping to count them, they're subitizing. To support this skill, children need lots of practice counting small groups of objects in different situations.

Explore the concept of zero with the first landscape pages. Consider returning to the zero pages after your child realizes that as the pages in the book are turned there is more of everything. Talk about how the first landscape pages have zero buildings, zero trees, zero people. After you have enjoyed the book a few times, try looking at the book backwards and notice what happens with the numbers and illustrations.



Use the book to practice observation skills. Figure out which new structure has been added to each subsequent page. Look at the book several times - you'll notice different things. What new element do you see that you didn't notice before? Make it a game to discover something new. Notice the season, time of day, signs, changes and activities in the village, etc. Have your child tell you about the new things they noticed. You might also:

- Ask your child to explain what season is represented and why.
- Ask your child about the groupings of children on the pages. Do they add up to the number featured on the page? How could the groups be written as an addition problem? For example 2 children + 3 children = 5 children.
- Notice how the time of day changes and how it's reflected on the clock.
- Discuss whether the village is a real place. Consider the sizes of the objects in the illustrations, what clues do they give?
- Ask your child what they think about the size of the buildings, children, and trees? Are they large or small? What is strange about the scale of the people in comparison to the flowers and insects? Why do you think the author created the images this way?



DISCOVERING THE MATH: BOOK GUIDE

Age Level	**Related Infant Toddler Foundations, Preschool Foundations and CA State Standards**
Infant/ Toddler	**Number Sense** The developing understanding of number and quantity **Attention Maintenance** The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
Preschool	**Number Sense 1.0** Children begin to understand numbers and quantities in their everyday environment **1.2** Begin to recognize and name a few written numerals **2.0** Children expand their understanding of number relationships and operations in their everyday environment.
Kindergarten	**Counting and Cardinality K.CC.1**; **K.CC.2**; **K.CC.3**; Know number names and the count sequence.