Teacher A Script

A teacher will be using a flashcard to teach the number four. She does not use any other materials. She has an authoritarian manner and shows no warmth toward the children.

Teacher: Today we will be learning the number 4. Holds up a flashcard with the number 4 printed on it. Repeat after me. One, two, three, four. Children repeat a few numbers or just say the number 4.

Teacher: No, that’s not right. Let me hear you count: One, two, three, four. Again, the children respond with a few numbers or the numbers out of order.

Teacher (getting frustrated and still holding up the flashcard): No. Now repeat after me. One…(pauses for response and children respond correctly). Two…(pause), three…(pause), four…(pause). Now, what number is this? Points to the flashcard. Children respond incorrectly.

Teacher: I guess you children aren’t ready to learn numbers. I don’t know how you are going to do in kindergarten if you can’t learn the number four now.

Children A Script

A teacher will be using a flashcard to teach the number four. She does not use any other materials. She has an authoritarian manner and shows no warmth toward the children.

Children will respond incorrectly when the teacher instructs them to count to four out loud. They will repeat the wrong numbers or say the numbers out of order. Only when she pauses between numbers and lets children repeat each number do they answer correctly. Every time she points to the flashcard and asks what number is there they respond incorrectly. They will occasionally fidget and ask to go and play with something else.
Teacher B Script

A teacher is using a worksheet to teach the number four. The children will be matching the numeral four with a set of four objects printed on the worksheet. On the other side they will color in a large numeral “4.”

Teacher (in a very kind and warm voice): Today we are going to be learning the number four. Passes out worksheets and crayons. I want you to look at your paper and tell me what number is there. Some children say “four” and some say other numbers.

Teacher: Good Job! Now I want you to look at the stars on the paper and tell me how many there are. Again, some children say “four” and some say other numbers.

Teacher (still in a kind and warm voice): Good Job! Now I want you to draw a line between the stars and the number because they are both four! Children draw on their worksheets. Children draw on their papers.

Teacher: Now turn your paper over and look what we have! A big number four! You may choose a color to color in your four. Remember to color in the lines.

As children color their worksheets the teacher continues to say “Good Job!” and remind them to color in the lines so their picture will look like a four.

Children B Script

A teacher is using a worksheet to teach the number four. The children will be matching the numeral four with a set of four objects printed on the worksheet. On the other side they will color in a large numeral “4.”

When the teacher asks the children to identify the number and numeral on the paper, some of them answer correctly and some incorrectly. As they color their worksheets, many color outside of the lines of the large number four printed there.
Teacher C Script

A teacher is using manipulative counters to teach the number “four.” Each child will have four counters to work with. Children will not be allowed to touch their counters until she is ready and she will only let them use the counters to count from one to four. Her affect is neutral and she will occasionally praise children for counting correctly.

**Teacher (passes out four counters to each child):** Today we are going to learn the number four. Keep your hands in your lap until we are ready to begin. Teacher continues to remind children not to touch cubes as she counts out four for herself.

**Teacher:** Now watch me. (touches each cube as she counts) One, two, three, four. Now try it with me. Children begin to touch their cubes, some counting and some stacking the cubes or playing with them in some other way.

**Teacher:** We’re not playing with the cubes, we’re counting to four. Try it with me again…one, two, three, four. Children count with the teacher, some correctly, some incorrectly.

Children C Script

A teacher is using manipulative counters to teach the number “four.” Each child will have four counters to work with.

As the teacher gives out the counters, the children want to play with the counters and begin to stack and play with them. The teacher tells the children to stop playing and they have a difficult time keeping their hands off the counters. When the teacher begins to count the cubes, some of the children continue to play with the cubes and some count. Some count correctly and some incorrectly.
Teacher D Script

A teacher is allowing children to explore the concept of amount with 1" color cubes in a small group setting. She first allows each child to have a pile of cubes and a 10-frame mat to explore for a few minutes. She asks each child to tell her about what they are doing with their cubes as they explore. Some of the comments and questions she uses are:

- “Tell me about what you are doing with your cubes.”
- “I wonder how many cubes we can stack on top of each other?”

She puts four cubes in the first four squares of her 10-frame mat and asks if anyone can make their mat look like hers. Some of the children put four cubes on their mats just like the teacher did. She uses the following strategies to help reinforce the concept on numbers and amounts:

- “I want to show you what I’m doing with my cubes. Can anyone make their cubes look like mine?”
- “I’m going to count my cubes. Pointing at or touching each cube. One, two, three, four. Does anyone else want to count the cubes on their mat?”
- When a child counts incorrectly, teacher says “Let's try to count again,” and encourages children touch each cube as they count and she counts with them.

Children D Script

A teacher is allowing children to explore the concept of amount with 1" color cubes in a small group setting. She first allows each child to have a pile of cubes and a 10-frame mat to explore for a few minutes. The children are very engaged with the cubes and enjoy exploring freely. There is no misbehavior or fighting among the children.

The teacher begins to place her cubes on the ten-frame mat and asks if anyone can make their may look like hers. Some children copy the teacher and some continue to play with the cubes. When she asks the children to count the cubes on their mats, some count incorrectly and the teacher guides them with strategies for counting such as touching each cube when counted. Some children continue to freely explore their cubes and do not choose to participate in the counting experience.