

Early Math: Number Decomposition & Soroban Foundations

Early mathematics and number sense

Develop part–whole understanding through counters, drawings, equations and an introduction to soroban bead values.

Parent-led. Child-active.

Profe Sori / Planeta Moñipuchi

Approximately 4–7 years; early number sense / Pre-K–Grade 1

Printable PDF | US Letter | parent notes and student activities

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Teach the child in front of you

Learning loop: Break > Name > Do > Teach

Break the idea into one small piece. Name what matters. Let the child act. Invite the child to teach it back. For reading, naming means noticing the sound, not drilling the alphabet name.

Support loop

Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back. Watch what happened, ask for a demonstration and isolate one difficulty before offering help.

Correction ladder

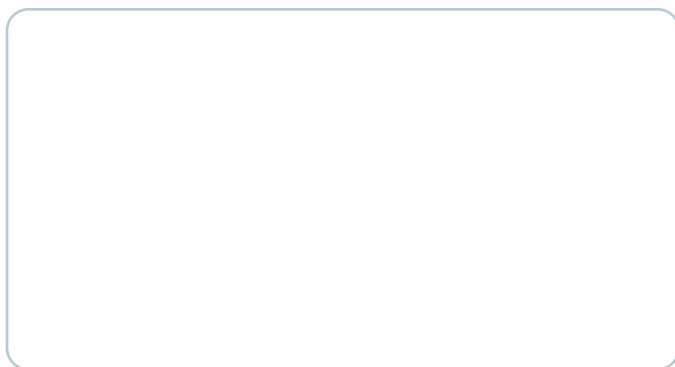
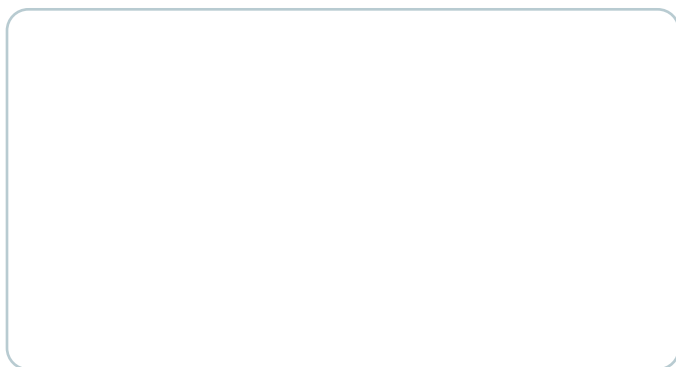
1. Pause: Muéstrame cómo pensaste.
2. Cue: Escucha otra vez. Mira mi boca.
3. Isolate one part and offer a choice or a fresh model.
4. Try together, then let the child act.
5. Try one similar example, invite teach-back, or stop.

The adult makes letter sounds. Stretch S, L, M and F when useful; keep stop sounds brief. Begin reading with uppercase. Move through the validated sequence without introducing future vowels early.

Keep the first S session around 7-10 minutes or shorter. No timers, scores, streaks or mastery labels. Observe an action or explanation instead of assigning a performance rating.

Many ways to make 4

Adult: provide exactly 4 counters. Child: count them once, then divide them between the two boxes.



Show your groups with counters or drawings.

$$4 = \underline{\quad} + \underline{\quad}$$

Move one counter to the other group. Does the total change? Record another arrangement.

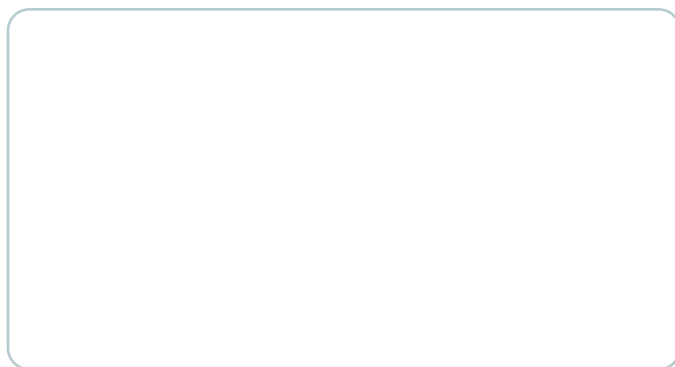
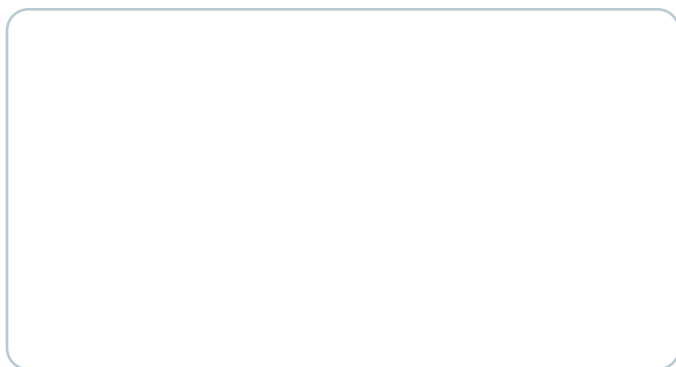
$$4 = \underline{\quad} + \underline{\quad}$$

Teach-back: show how you know both arrangements make the same whole.

Adult note: zero is allowed as a part. Accept any nonnegative whole-number pair that totals 4.

Many ways to make 5

Adult: provide exactly 5 counters. Child: count them once, then divide them between the two boxes.



Show your groups with counters or drawings.

$$5 = \underline{\quad} + \underline{\quad}$$

Move one counter to the other group. Does the total change? Record another arrangement.

$$5 = \underline{\quad} + \underline{\quad}$$

Teach-back: show how you know both arrangements make the same whole.

Adult note: zero is allowed as a part. Accept any nonnegative whole-number pair that totals 5.