

Shepherd's Counting System Posters

What evidence they provide that

A) participants understand the interplay between the 3 factors involved in use of numbers

- Number **names** (arbitrary)
- Number **symbols**/numerals (arbitrary)
- **Numerosity** /quantity as the foundational attribute that underlies number sense

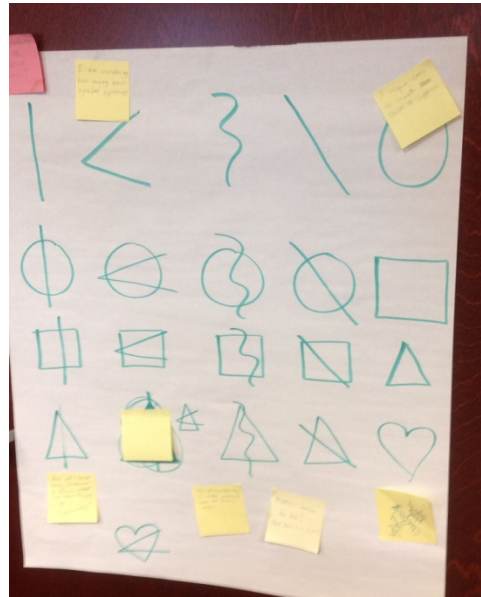
B) This experience helps teachers appreciate the cognitive demand young children face in learning numbers

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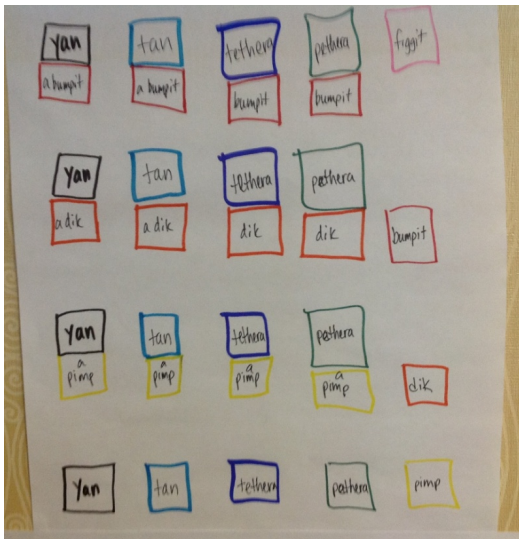
These posters are representative of the posters produced thru the KCM-ECM Early Math Trainings and several sessions in Chicago, each of which produced 3-5 posters.

Total number of Shepherd Counting Trainings: 8

2/32 Posters shows only 1 factor:

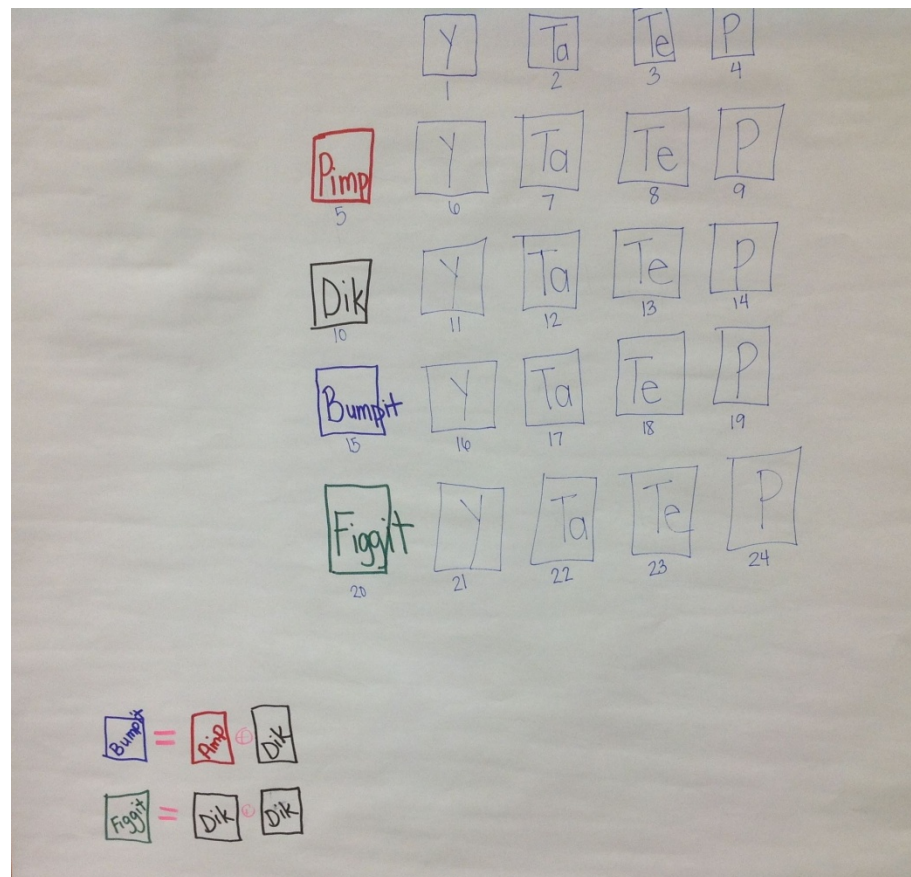
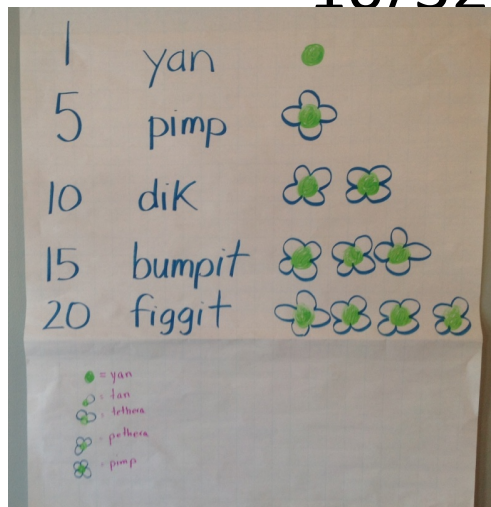


- Symbols only: frequency-rare : top is from Lexington—extremely clear symbol system but only comprehensible if you know the reference.



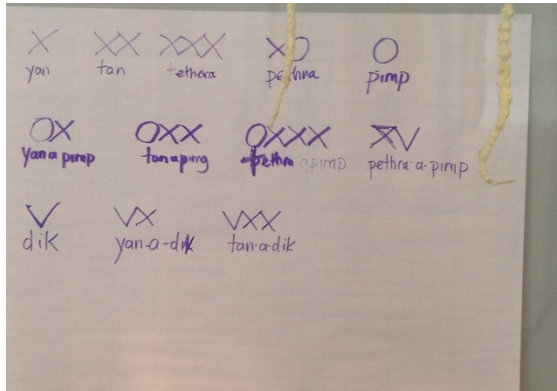
- Another poster focuses on Shepherd's names –it does reflect the assignment to use counting cubes to represent certain numbers but this is not easily understandable for the “shepherd from distant parts” (see also 2 on right in next slide)

10/32 Posters includes arabic numerals

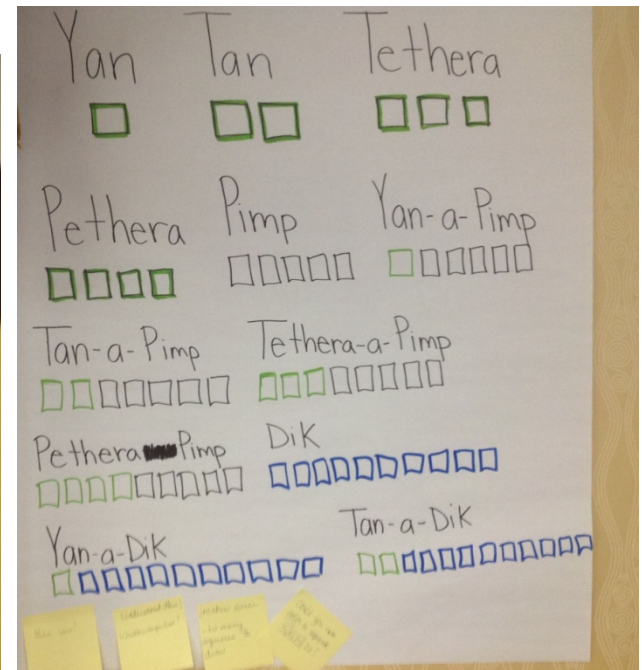
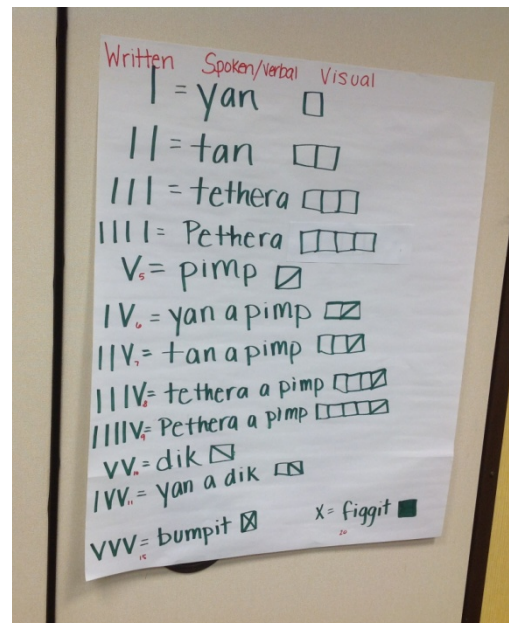
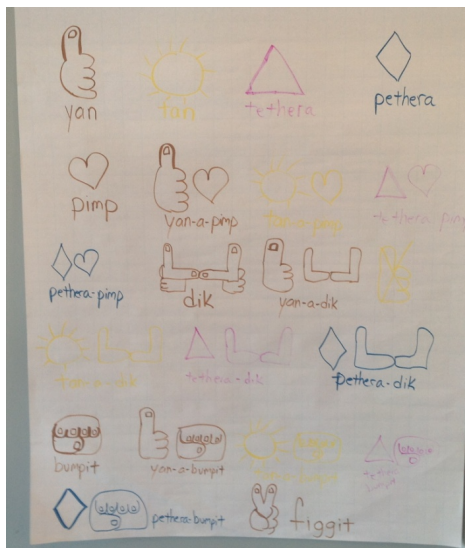


All 5 from Lincoln city
 Arabic numerals are written in lighter ink
 on left of each symbol.

7 Posters shows Shepherd's name and symbols



- Symbols range from highly symbolic or pictorial to 2 on right that use coded blocks suggesting quantity—hard to follow if you haven't done the activity.



9 of 32 Poster includes all 3

