

SAVVAS

Program
Guide



SAVVAS
Count On™ California
TK Mathematics

Where Curiosity Counts

Savvas Count On™ California TK Mathematics is built to inspire a lifelong love of mathematics by transforming learning into a joyful and meaningful adventure for every child.

Builds a Strong Foundation

Nurtures confident problem-solvers by intentionally bridging TK skills with Kindergarten expectations for future success.

Play-Based Philosophy

Turns math into a joyful adventure with research-based games and problem-focused activities that spark natural curiosity.

Hands-On Learning Environment

Fosters discovery with rich language, hands-on manipulatives, and visual stories that connect math to the real world.

Differentiated for Every Child

Supports all learners with a flexible blend of whole-group, small-group, partner, and child-initiated activities.

Designed for California: A Seamless Path to Kindergarten



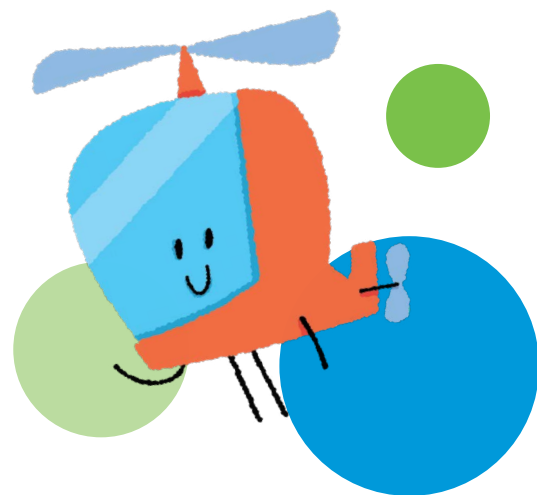
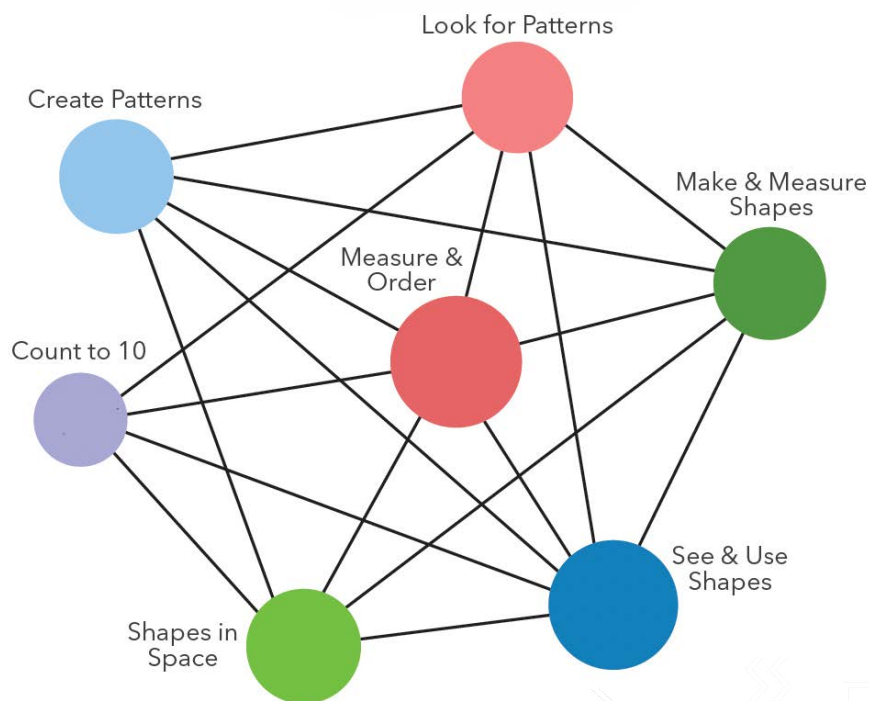
“Through this comprehensive approach, we nurture young mathematicians who see themselves as capable problem-solvers and confident learners. Our curriculum honors each child’s developmental needs while building strong mathematical foundations for their educational journey.” —*Juanita Copley, Author*

Little Learners, Big Mathematical Ideas

Savvas Count On California is

- Fully aligned to Preschool/Transitional Kindergarten Learning Foundations (PTKLF).
- Foundational in preparing students for the California Common Core Kindergarten Standards.
- Designed to address Big Mathematical Ideas that nurture students' natural curiosity and sensemaking.
- Inspires exploration through Drivers of Investigations, Content Connections, and Standards for Mathematical Practices.

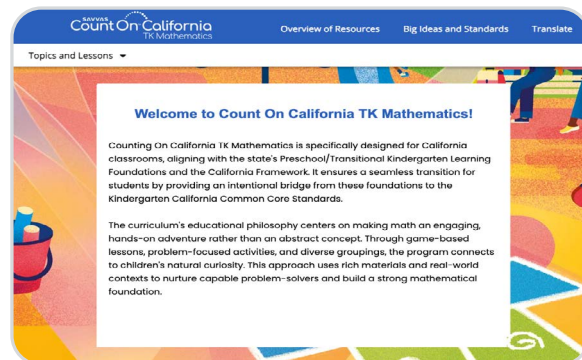
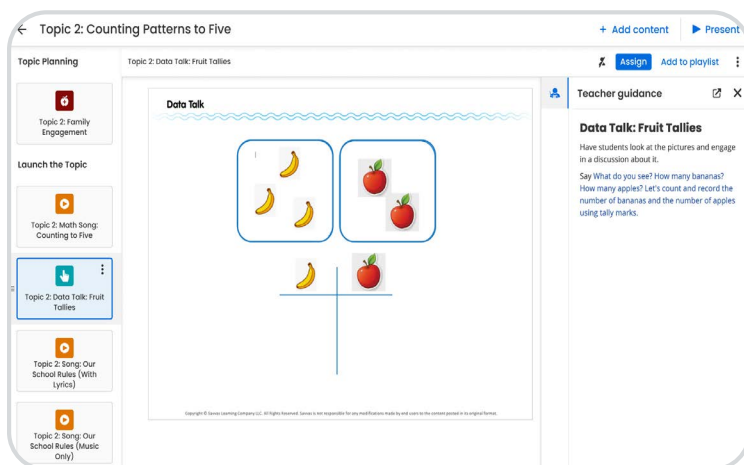
Transitional Kindergarten Big Ideas



Full
Spanish
Parity

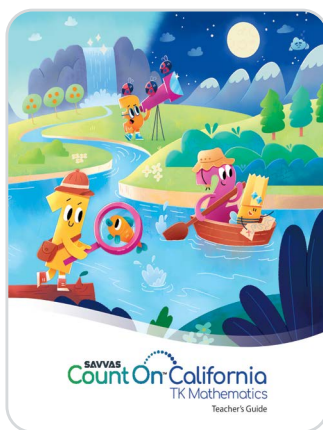
Program Components

Deliver **High-Quality Early Education** with streamlined components that are flexibly designed, integrating rich hands-on exploration with a digital experience.



Digital Experience of Savvas Realize®

- Lesson Presentations
- Songs and Animations
- Printables
- Virtual Tools and Manipulatives
- Center Materials
- Digital Games
- Assessment Checklists
- At Home Activity Letters



Teacher Edition

Family Engagement

Family and community partnerships create meaningful connections and support children's sense of belonging. Families can easily access support materials for each topic to naturally reinforce and engage in math learning at home. No login required.

Classroom Manipulative Kits



Center Cards

A Year Rich in Learning

The year consists of **twelve standards-based topics**, each featuring **five lessons**. With days built into the pacing for extra activities or reinforcement, this program easily fits into the school year.

- Topic 1** Sorting and Classifying by One Attribute
- Topic 2** Counting Patterns to Five
- Topic 3** Comparing, Adding One, Taking Away One
- Topic 4** Geometry and Shapes in Space
- Topic 5** Geometry: Identifying, Describing, and Constructing Shapes
- Topic 6** Counting Patterns to 10
- Topic 7** Understanding Addition and Subtraction
- Topic 8** Repeating Patterns
- Topic 9** Measurement: Comparing and Ordering
- Topic 10** Measuring Length
- Topic 11** Counting Patterns to 30
- Topic 12** Solving Problems



Flexible Pacing to Meet Your Needs

Activities are labeled **Core** or **More** to easily adapt between half-day and full-day implementations.

CORE | MORE

Launch the Topic Your Way!

Each topic begins with **purposeful, varied, and shared experiences** to capture children's interest and invite them to learn from the very beginning and throughout the topic.

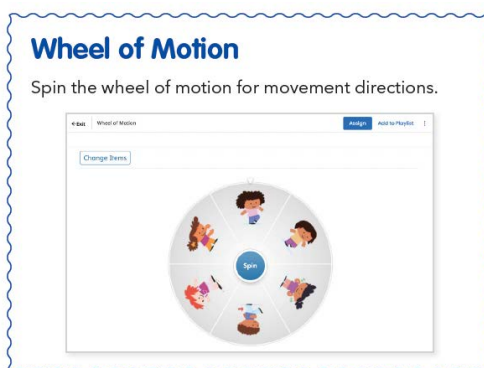
Multiple Means of Exploration

Students are invited to explore through:

- songs
- wordless stories
- interactive digital tools
- expressive dance

Math Through Stories

Each topic provides **book recommendations** that engage students in math concepts through story-driven experiences.



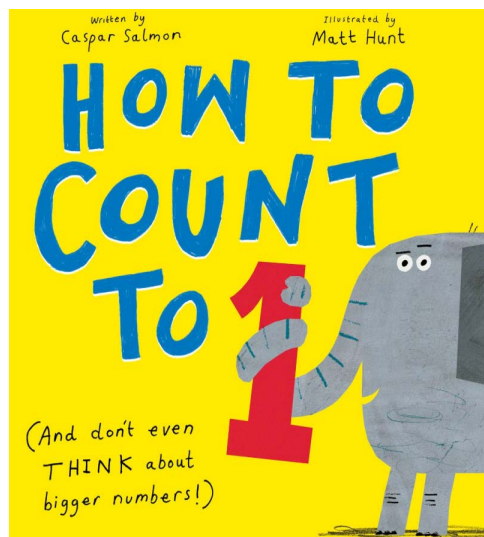
Math Song

Counting to Five

Play the music and sing a song about counting to five.

Count, count, count with me,
One, two, three, four, five!
Numbers are so fun to say,
Watch them come alive.

Sing to the tune of "Row,
Row, Row Your Boat."



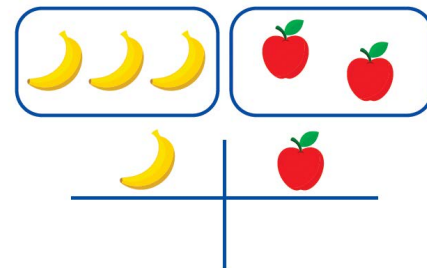
Data Talk

Fruit Tallies

Look at the fruit.

Ask What do you see? How many bananas?
How many apples?

Say Let's count and record the number of bananas
and the number of apples using tally marks.



Data Literacy foundations start early through short, informal **Data Talks**.

Guiding the Learning Journey

Teachers can support natural learning progressions through each topic's **Developmental Continuum and Routines**, grounded in Clements and Sarama's (2009) research on children's natural learning trajectories.

Learning Levels that Generally Describe Counting			
Level	Age	Description of Learning Path	Activities in Topic 2
Reciter and Corresponder	3	Initially, recites numbers to 10 with some errors. Keeps one-to-one correspondence between counting words and objects at least for small numbers (1 to 5).	Developed throughout all lessons
Counter (small number)	4	Accurately counts objects in a line to 5 and answers the "how many" question.	Specifically emphasized in L 2-2 and 2-3
Counter (10)	4	Counts arrangements of objects to 10.	Specifically addressed in L 2-2, and 2-3 with small numbers

Routines for the Development of Counting

Cross the Line Children count objects by "crossing the line" on a card or the number of students by physically "crossing the line" as they count.

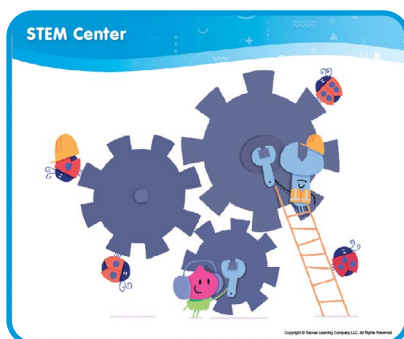
Jump the Dice Use a number cube (with the "6" covered with a sticker so zero dots are on one face). Toss the number cube and children jump that number of times.

Silly Sam Introduce a puppet who always tries to count objects, but often makes errors. Children correct the puppet and repeat the task correctly.

Toss and Count Toss 2, 3, 4, or 5 pom-poms (or other quiet counters). Children count how many there are and respond with only one number. Repeat many times.

Cross-Curricular Free Play Centers

Free Play Centers for each topic integrate multiple disciplines and provide natural contexts for reinforcing math concepts through play.



- STEM
- Art
- Our World
- Language & Literacy
- Sensory
- Drama
- Block
- Games & Puzzles



Learn Through Investigation

A **2-day investigation** launches each topic, with student explorations setting the conceptual foundation and fostering mathematical curiosity.

LESSON
2-1

INVESTIGATION
"Give Me 5" Sticks!

Learning Foundations and Standards Math 1.3E, 1.4E, SMP.1, SMP.2, SMP.6

Mathematics Objective Select 5 objects and use one-to-one correspondence to verify there are 5 objects.

Language Objective Use number words, descriptions, language, and actions (e.g., finger representations) to communicate about quantity, position, and characteristics.

Vocabulary Five

Materials

- 1 piece of black paper (9 inches x 12 inches) per child
- 100-200 craft sticks
- Color markers (washable, if possible), 1 per child
- 1 plastic bag per child, identified with name
- Glue <optional>
- Printable 2: Handprint, 1 per child <optional>

Day 1: Tossing Sticks!

WHOLE GROUP AND PARTNERS

1 Introduce the Problem. **Say** *About 100 years ago, Native American children and adults played games that used sticks or other materials that were colored with different designs or colors. They would toss sticks and score points based on how the sticks landed on the ground. We are going to play a stick game that is like the ones they played, but first everyone needs five sticks. Point to the pile of popsicle sticks in the center of the circle. Say How can we make sure that each of you will get exactly FIVE sticks? Talk about their ideas, and especially give them a clue from the "Give Me 5" routine from Topic 1. Say We could even say "Give Me 5 Sticks", one stick for each finger!*

2 Place your hand flat on the floor, spreading out your fingers and matching one stick to one finger with the other hand. Then ask the class to check if you have exactly one stick for each finger. After everyone agrees that you do, pick up your sticks and **say, Give me 5 ... sticks!**


Printable 2: Handprint

Investigations are hands-on and exploratory.

Day 2: "I Spy" 5 Sticks

WHOLE GROUP AND PARTNERS

8 Distribute plastic bags and **say, Give me ... or show me ... FIVE sticks.**
Ask *How do you know how many sticks are in your bag?*

9 **MATH GAME** Explain that today they will play the second part of the game. **Say** *Your job will be to make a picture on your piece of black paper using only FIVE sticks. First you must toss all of them like you did yesterday. Then, you can create a picture of a house, a car, a design, a shape, or just see how they land. When you have made your best picture, ask your partner to check that you have used FIVE sticks.*

10 Ask students to place their completed pictures on their table or in a display on the floor, so that everyone can see the pictures. (Alternately, children can glue the popsicle sticks on the paper so they can be displayed. Or take pictures of each creation to display. Or you can leave them in a physical placement on the floor.)

11 **MATH GAME** Play an "I Spy" game with the pictures, beginning with the words *I Spy a picture that uses FIVE sticks. Whose picture do I see?* When children ask for more clues, continue describing the pictures using the specific colors, the position of the sticks, the number of sticks with colors or any other verbal or nonverbal clues they can create. The child who identifies the correct picture gives clues for another picture. Play continues as time permits.



12 Place sticks in labeled bags to be used later. Summarize the investigation by saying *Five sticks can make different pictures ... but they all still use five sticks!*

NOTE: The sticks will be used again in Lesson 2-5 to count specific parts of 5, i.e., how many sticks landed with color showing and how many sticks landed without color showing; in Topic 8, Lesson 8-1 to create repeating shape patterns, and in Topic 12, a game that requires students to total points for each loss (the game most similar to the Native American game of "Sticks").



Embedded Math Games allow students to drive the learning while progressively building understanding.

Play-Based & Joyful Lessons

The remaining topic lessons include **a series of short activities and games** that build understanding through a mix of teacher-led and student-driven instruction.

LESSON 2-2 Count 1, 2, 3

Learning Foundations and Standards Math 1.1E, 1.2E, 1.3E, 1.4E, SMP.2, SMP.3, SMP.6, SMP.7
Mathematics Objective Count collections of 1, 2, and 3 objects, and demonstrate understanding of one-to-one correspondence by naming the quantity counted using only one number. Begin to subitize small groups of objects.

Language Objective Use counting vocabulary (three), actions (e.g., finger representations), ("how many," "just one," "I see two," "there are") to describe quantities.
Vocabulary One, Two, Three

Activity A: Can You Find?

WHOLE GROUP

Materials

- Counting Book with a focus on quantities of 1, 2, and 3 (Book Suggestions: *How to Count to 1* and *Stack the Cats*)
- 1 bag of 5 sticks per child
- Children's stick pictures from Lesson 2-1
- Presentation 1: Racers

1 Hold up an individual bag with 5 sticks. **Say** *How many sticks are in this bag? How do you know for sure?* Focus on the activities from the investigation (Lesson 2-1) and review the idea that we can know because we matched each stick with a finger on our hand to show "Give Me 5!" We didn't even need to know how to count using number words. **Say** *Today we are going to count to find "how many" using number words.*

Presentation 1: Racers

2 **Say** *I listened to you, and I think you already know how to count using some number words. Show Presentation 1: Racers picture. Say What could you say to start this race? What number words could you use? (Ready...One, Two, Three...Go.)* Model the counting sequence, 1, 2, 3 using your fingers.

3 Read the selected counting book, focusing first on the number 1, and asking children to find an example of "just one thing" in the book or classroom. Discuss children's individual responses, and ask others to agree or disagree with each response. Encourage the use of fingers to model counting individual numbers.

4 **After the Activity** Observe children's ease at using the counting sequence accurately, and their identification of sets of 1, 2, or 3 by counting or subitizing.

Activity D: MATH GAME Make Groups of 1, 2, and 3

PARTNERS

Materials

- 20 two-color counters per pair
- Printable 5: Dot and Number Cards 1, 2, 3; 1 set per pair
- Printable 6: Counting 1, 2, and 3 Placemat, 1 per pair

Before the Activity Give each pair a copy of Printable 6: Counting 1, 2, and 3 Placemat and a cutout set of Printable 5: Dot and Number Cards 1, 2, 3.

Read the directions shown in Steps 2-5 to the class.

- 1 MATH GAME** Work with a partner. Take turns.
- Mix up the cards. Put them face down in one pile.
- Pick up the top card. Put it into one of the circles. Count out that number of counters. Place them in the circle. Count them out using your words. Then say only one number to tell "how many."

After picking up the cards, one at a time. Repeat until all the cards

are filled, return the counters to the pile, one circle at a time. Then say only one number to tell "how many."

Printable 5: Dot and Number Cards 1, 2, 3

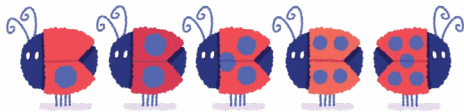
Printable 6: Counting 1, 2, and 3 Placemat

Intentional games and activities utilize a mix of whole-group and small-group settings.

Partner Activities are embedded as ongoing formative and observational assessment opportunities.

Model conversations and questioning strategies help teachers draw out the main idea.

Monitor Understanding & Growth



This isn't a test—it's a conversation!
Partner Activities within lessons give teachers a window into each student's understanding throughout the topic.

Performance Assessment Interviews

Any Activity D can be used as a performance assessment by doing the partner activity with individual students or by observing student partners.

- Make Groups of 1, 2, and 3 (**Lesson 2-2 Activity D**)
- Make Groups of 4 (**Lesson 2-3 Activity D**)
- Counting Dominoes (**Lesson 2-4 Activity D**)
- Fill and Empty a 5-Frame (**Lesson 2-5 Activity D**)

Activity D: MATH GAME Fill and Empty a 5-Frame

CORE | MORE



PERFORMANCE
ASSESSMENT
OPPORTUNITY

PARTNERS

Materials

- 5 two-color counters per pair
- 1 Dot Cube (3 faces with 1 dot and 3 faces with 2 dots) per pair
- Printable 15: 5-Frame (1 per pair)

Topic 2 Student Interviews

Students	Complete partner tasks with individual students – Task 2-A Making groups of 1, 2, and 3	Task 2-B Making sets of 4 Task 2-C Counting dominoes	Task 2-D Filling and Emptying a 5-Frame	Read pages from our book How Many Chicks in the Barn? and ask children to count the total number of chicks and the number of chicks that are hiding

Assessment Checklist

Assessment Checklist									
Can identify without counting numbers 2–4 (subitize)									
Objects in a domino/dice orientation									
Objects in a line									
Objects randomly organized									
Can count objects 1–5									
Recites number sequence in order									
Uses one-to-one correspondence									

A Snapshot of Understanding

Observational Checklists help make monitoring progress organized and simple.

The **Realize Scout Observational Tool** enables teachers to capture pictures, videos, and notes in real-time, creating a robust digital portfolio of student learning.

realizescout

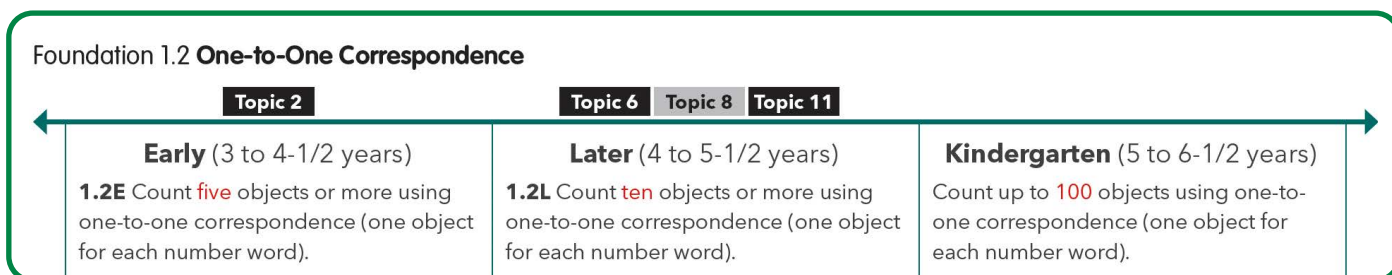
Count On to Kindergarten & Beyond

How math is defined in Transitional Kindergarten lays the foundation for how students view math throughout their lives. *Savvas Count On California TK Mathematics* develops young students' mathematical thinking through:

- **Exploratory Learning** nurtures curiosity and develops lifelong mathematical thinkers and problem-solvers.
- **Active and Inclusive Learning Environment** helps all students truly engage in math learning.
- **Hands-on Learning** builds a strong foundation for conceptual understanding.

A Perfect Pathway to Kindergarten

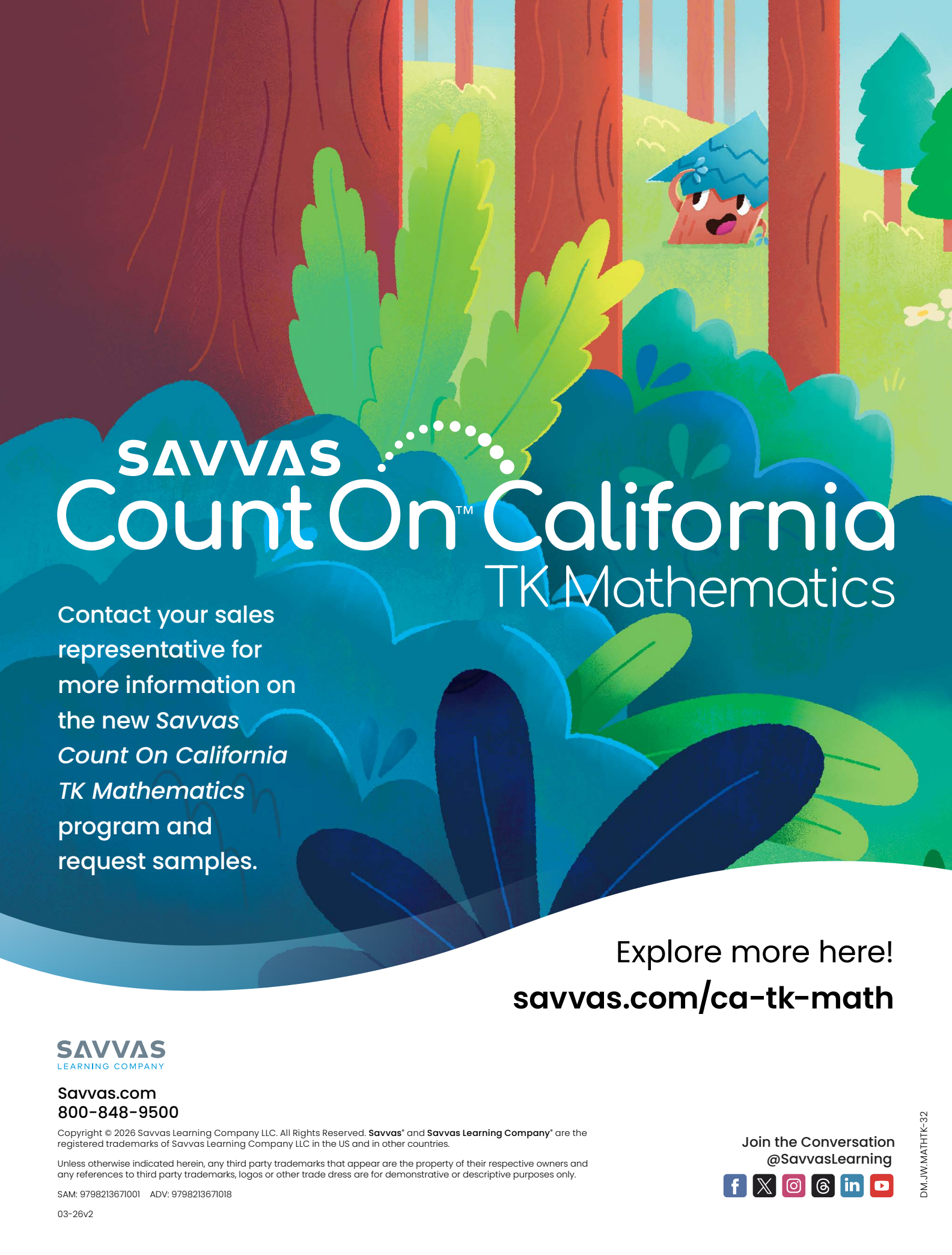
Learning Progressions provide a clear and direct path from the California PTK Learning Foundations to the Common Core State Standards for Kindergarten.



Explore *Experience Math® California* and *enVision®+ Mathematics California* for a consistent, joyful instructional philosophy that sets students on a path to continued achievement from kindergarten and beyond.

Experience
Math
California

enVision⁺
CALIFORNIA MATHEMATICS



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