A PARENT'S GUIDE

Ice Bay
Numbers to 20

A Parent's Guide • 8 topics



Sopo • Piko • Mambo • Fiko • Nuki

Eight topics. Small steps.







See • Notice • Simplify • Offer

HOW TO USE

How to Use This Guide

Notice what the task asks. Observe how your child works. Make one thing easier. Offer one small next step. American English edition. The guide covers quantities, the structure of ten, written numerals, bead patterns, number order, and one-step counting. Choose a starting point based on the child's actions, not age alone.

1 **Wait** for an attempt	**2** **Ask** one short question	**3** **Show** another example	**4** **Invite** a new attempt

There are eight short stops, and each stop links to two adventures. Begin with the one that matches what your child is doing now; the numbers organize the guide but do not prescribe a learning sequence. You do not need to use every stop in one sitting.

Let the child point, choose, move objects, or arrange an answer. A spoken explanation is optional. To help, wait for an attempt, ask one short question, show the same idea with a different example, and invite another attempt.

The home examples are suggestions for working together. They are not claims about controls in a particular adventure. Stop when the child is tired or reluctant; a few calm attempts are enough.

EIGHT TOPICS

01 Ten Items Make One Ten p. 3
02 Numbers 11-19: Ten and a Few More p. 5
03 Two Trays Show Amounts to 20 p. 7
04 Beads: Seeing Fives and Tens p. 9
05 Number Order and Neighbors p. 11
06 Each Object Once; the Last Number Names the Whole p. 13
07 Spoken Name, Notation, and Amount 11-20 p. 15
08 Counting Back and Counting from Any Number p. 17

01 • Understand the topic

Ten Items Make One Ten



Pack of Ten • Sopo

What It Is About

A pack can hold ten loose items. The pack is one object, while ten describes what is inside it. Opening the pack shows the same ten items, so the amount does not change when the group is closed or reopened.

See an Example

Put ten blocks into a box. Count the blocks as they go in, close the box, then open it and count again. Point to the box as one pack and to the blocks as ten items.

MATH DIAGRAM



1 pack contains 10 blocks; arranged 5 + 5

01 • Support your child

Ten Items Make One Ten



A Crate of Ten • Walrus

What to Observe

Notice whether the child moves one item for each counting word. When asked how many are inside, do they answer about the contents rather than the number of boxes? Can they check by opening the pack and recounting?

How to Simplify

Keep the box open and use five large blocks on each side. Count together, touching each block once. If ten is too much, pack three or four items and do not call that amount a ten.

What to Say

“This is one pack. How many blocks did we put inside? Open it and check.”

Next Step

After the child connects a full pack with ten items, place one loose block beside it and ask about the whole amount. Let the child remove the block and compare the two amounts.

Related Adventures

Pack of Ten - Sopo; A Crate of Ten - Walrus.

02 • Understand the topic

Numbers 11-19: Ten and a Few More



Ten and Some More • Penguin

What It Is About

An amount such as fourteen is one full ten and four more. The written numeral 14 uses 1 for one ten and 4 for four ones. The amount, the spoken name, and the written notation are connected but not identical tasks.

See an Example

Keep ten counters in a full five-and-five frame and add four counters beside it. Say “fourteen” and point to the model. Then show the numeral 14 and ask which part shows the ten and which part shows the four.

MATH DIAGRAM



A full ten and 4 ones make 14

02 • Support your child

Numbers 11-19: Ten and a Few More



Ten and Some More • Fiko

What to Observe

Does the child keep the full ten in the whole amount, or count only the four extra items? Can they build fourteen with objects? In another task, can they place 4 beside the 1 on a card showing 10? Treat an amount error and a notation error as separate observations.

How to Simplify

Begin with eleven or twelve. Keep the ten visible and change only the extras. Use objects before the written numeral, and ask for one response at a time: build, show, or name.

What to Say

“Here is one full ten. Show me the extra ones. What amount do we have altogether?”

Next Step

Change four extras to five and ask the child to build or identify the new amount. Later move between a ten-plus-ones model and its numeral without requiring both actions at the same moment.

Related Adventures

Ten and Some More - Penguin; Ten and Some More - Fiko.

03 • Understand the topic

Two Trays Show Amounts to 20



Two Trays • Penguin

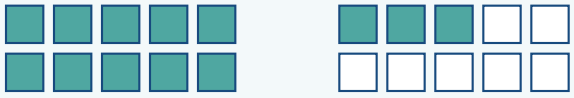
What It Is About

Two ten-frames can show an amount up to twenty. A tray may be full, partly full, or empty. The total is the amount in both trays together, and the same total can be made with different tray pairs.

See an Example

Make ten items in the first tray and three in the second: 10 + 3 = 13. Later use eight and five. The second arrangement is another way to make thirteen, even though neither tray is full.

MATH DIAGRAM



10 + 3 = 13

Two frames: 10 + 3 = 13

03 • Support your child

Two Trays Show Amounts to 20



Two Trays • Sopo

What to Observe

Does the child count both trays rather than only one? Do they include empty spaces as items? When choosing two ready trays, can they compare the combined amount with the target? Counting every item is acceptable support; fast recognition is not the goal.

How to Simplify

Start with one tray and a familiar amount. Then keep the first tray full and change only the second. Ask for one action at a time, such as stocking a tray or choosing a pair whose amounts make the target.

What to Say

“How many are on each tray? How many are there when you count both together?”

Next Step

Offer two different pairs with the same total. Let the child point to or build another arrangement, then check by recounting. An equation is helpful but not required.

Related Adventures

Two Trays - Penguin; Two Trays - Sopo.

04 • Understand the topic

Beads: Seeing Fives and Tens



Bead Strings • Sopo

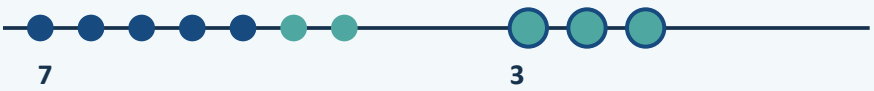
What It Is About

A bead row can be read through visible groups of five and ten. The beads moved to one side show the chosen amount; the remaining beads stay available. A ready arrangement can be read even when the child did not create it personally.

See an Example

Move a group of five beads and add two more. A clear gap separates them from the beads left behind. The visible answer is seven, while the full row still has ten bead positions.

MATH DIAGRAM



7 on the answer side; 3 reserve beads

04 • Support your child

Beads: Seeing Fives and Tens



Bead Messages • Mambo

What to Observe

Does the child know which beads to count for the answer? Do they use the five-group as support, or count each bead? Can they both make an amount and read an arrangement made by someone else? Notice which action needs a demonstration.

How to Simplify

Use one row and amounts through five. Show the move first, then let the child reproduce it. Add a second row only when the first row and the visible five-group are familiar.

What to Say

“Which beads show the answer? Count from this side, and use the group of five if it helps.”

Next Step

Show the same amount on a ten-frame, then compare the two models. Later present an arrangement the child did not build and ask them to read it.

Related Adventures

Bead Strings - Sopo; Bead Messages - Mambo.

05 • Understand the topic

Number Order and Neighbors



Bridge Through Ten • Nuki

What It Is About

A number can be located by its neighbors in a sequence. Moving one place forward gives the next number; moving back gives the previous number. Recognizing the written order is different from showing that the next number represents one more item.

See an Example

Arrange 8, 9, 10, a blank, and 12. The child places 11. In another example, place four number plaques in one row, swap two that are out of order, and ask which two need to change places.

MATH DIAGRAM



8, 9, 10, blank, 12; the missing number is 11

05 • Support your child

Number Order and Neighbors



Mixed-Up Mail • Fiko

What to Observe

Does the child check the number before and after a gap? Do they keep one direction while completing a short row? When two plaques are swapped, can they use the neighbor on each side to find the pair?

How to Simplify

Use three consecutive numbers and one blank. Keep a correct row visible. For a swap task, begin with only four plaques and point to the first place where the order stops increasing.

What to Say

“Which number comes between these two? Check both neighbors before you choose.”

Next Step

Move the blank to the beginning or end of a short row. At home, count four blocks and add one. Match the new amount to 5 to connect the next number with one more item.

Related Adventures

Bridge Through Ten - Nuki; Mixed-Up Mail - Fiko.

06 • Understand the topic

Each Object Once; the Last Number Names the Whole



Count and Set Aside • Polar Bear

What It Is About

One object is paired with one counting word. Each object should be counted once, without skipping or repeating. The last number reached names the whole counted group.

See an Example

Move six large pebbles one at a time into a tray. Count each move and ask “How many altogether?” Later mark a ready row one pebble at a time and choose the total from three numbers.

MATH DIAGRAM



3 counted + 3 remaining = 6; the total stays the same

06 • Support your child

Each Object Once; the Last Number Names the Whole



Pebble Census • Sopo

What to Observe

Does movement or pointing match one number at a time? Can the child remember which objects are already counted? When every object is counted, do they identify the total for the whole group? The highlighting and selection controls support the action; independent counting still needs observation in another example.

How to Simplify

Use three to five large objects. Separate “not yet counted” from “already counted.” Keep the answer choices a little apart and allow a recount before a new choice.

What to Say

“Count each one once. Which number tells how many are in the whole group?”

Next Step

Change one feature only: use one more object or a new arrangement. Ask the child to collect a small set from a larger supply, without telling them when to stop.

Related Adventures

Count and Set Aside - Polar Bear; Pebble Census - Sopo.

07 • Understand the topic

Spoken Name, Notation, and Amount 11-20



Voice Mail • Sopo

What It Is About

“Fourteen,” the numeral 14, and ten plus four describe one amount in different forms. Listening, reading the numeral, and building the quantity are related actions. A child may manage one form before the others.

See an Example

Say “fourteen.” Show a model of ten and four. Point to the 1 as one ten and the 4 as four ones: 14 = 10 + 4. On another turn, ask the child to select the numeral that matches the model.

MATH DIAGRAM



10 + 4 and card 14 name the same amount

07 • Support your child

Spoken Name, Notation, and Amount 11-20



Mixed-Up Dock • Piko

What to Observe

Does the child match the spoken number and numeral without needing a whole explanation? Can they build the amount after seeing 14? Which response is easier: listening, choosing, or arranging? One error does not identify a cause or support a diagnosis.

How to Simplify

Use two clearly different choices and repeat the number calmly. Keep the ten-plus-ones model visible. Separate listening and notation from building if both at once are too demanding.

What to Say

“Listen again. Show me the numeral for fourteen. Then show me ten and four.”

Next Step

Change direction: model to numeral, then numeral to model. Later include a quantity response, such as choosing the parcel or display with ten and four, so the child connects the written form with what it represents.

Related Adventures

Voice Mail - Sopo; Mixed-Up Dock - Piko.

08 • Understand the topic

Counting Back and Counting from Any Number



Return Stops • Sopo

What It Is About

A child can continue from a given number instead of always starting at one. One step forward gives the next number, one more; one step back gives the previous number, one less. The starting number stays visible and does not count as a step.

See an Example

Start at 14 and move one step back to 13, then another to 12. Later begin at 11 and move forward to 12. Point to the starting number first, then follow one direction arrow.

MATH DIAGRAM



14 → 13 → 12: two steps back

08 • Support your child

Counting Back and Counting from Any Number



Start From Here • White Fox

What to Observe

Does the child begin at the shown number or restart an unrelated count? Do they move one place in the stated direction? Can they compare the new number with the previous amount, such as adding or removing one object?

How to Simplify

Show three consecutive numbers and one arrow. Ask for one step only. Begin with a familiar small range such as 5, 4, 3, then move the starting point while keeping the same direction.

What to Say

“Start here. Which way is the step? Show me the number one step away.”

Next Step

Change the starting number but keep the direction. Later allow a short trail with several signs in one direction, then compare a forward trail with a backward trail.

Related Adventures

Return Stops - Sopo; Start From Here - White Fox.

HELP AND SCOPE

When Your Child Needs Help

Reduce one demand at a time: the number of objects, the number of choices, the length of the request, or the amount of movement. Keep the mathematical goal. The child may point instead of speak, choose instead of write, and use objects instead of a remembered answer.

After a short attempt, note what the child did and what support helped: “Built 12 as 10 and 2; used counting all objects for 14. Next time leave the ten visible.” Record the action, not a judgment about the child. Do not use play as a diagnostic test. If persistent difficulty causes concern, share specific observations with a teacher or a professional who supports the child's development.

Basis and Limits of This Guide

The examples, questions, and suggested next steps are editorial materials by Wondermaths. They are suggestions for adult-supported practice. They do not promise automatic transfer to other situations or prescribe a required pace.

IES / What Works Clearinghouse, Teaching Math to Young Children (2013): https://ies.ed.gov/ncee/WWC/PracticeGuide/18 . The source of the general principle of building concepts from what the child already understands and observing the child's actions. It does not evaluate Wondermaths adventures.

Common Core, K.CC: https://www.thecorestandards.org/Math/Content/K/CC/ . A reference point for one-to-one counting, cardinality, and counting on from a given number.

Common Core, K.NBT.A.1: https://www.thecorestandards.org/Math/Content/K/NBT/ . A reference point for representing 11-19 as ten ones and further ones. Standards describe learning expectations; they are not research evidence of effectiveness or an age-based diagnostic norm.

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