

As you read *Play-based? Math?* and *Counting on Counting*, consider the following questions:

- ▶ How do you define “play-based?” What would you expect to see in a play-based environment?
- ▶ What are your beliefs about play-based teaching and learning?
 - ▶ When did you develop these beliefs?
 - ▶ Have these beliefs changed over time? If so, how?
- ▶ Do you think spontaneous counting opportunities (as described in *Counting on Counting*) have a place in play-based environments?
 - ▶ If so, what would they look like?
 - ▶ If not, why not?
- ▶ Do you think planned counting activities (as described in *Counting on Counting*) have a place in play-based environments?
 - ▶ If so, what would they look like?
 - ▶ If not, why not?