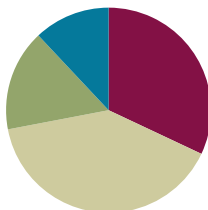


Lesson 14

Objective: Look at a numeral and count out a group of objects to match (abstract to concrete).

Suggested Lesson Structure

■ Fluency Practice	(8 minutes)
■ Application Problem	(4 minutes)
■ Concept Development	(10 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (8 minutes)

- Baggie Buddies **PK.CC.2** (2 minutes)
- On 5 We Jive Chant **PK.CC.1, PK.CC.3a** (1 minute)
- Pop Up 5 **PK.CC.3ab** (3 minutes)
- Counting Ice Cubes to 3 **PK.CC.3** (2 minutes)

Baggie Buddies (2 minutes)

Materials: (T) 3 objects (seasonally appropriate natural materials, such as leaves, sticks, and rocks, which are particularly engaging to students) (S) Baggie filled with numeral cards 1–3 (Lesson 12 Template 2)

Note: This fluency activity is intended to develop and maintain students' ability to match quantities with numerals up to 3.

1. Pass out baggies containing numeral cards 1, 2, and 3 to all students.
2. Hold up 1 object.
3. Ask students to tell how many.
4. Have students find the matching numeral card and hold it up.

Repeat with 1, 2, or 3 objects.

On 5 We Jive Chant (1 minutes)

Note: This fluency activity anticipates the need for students to be comfortable rote counting to 5 before counting 5 objects using one to one correspondence in Topic E.

1, 2, tie my shoe (act out tying shoe).

3, 4, close the door (act out closing a door).

On **5**, we jive (count 5 fingers and shake hips).

On **5**, we jive (count 5 fingers and shake hips).

Repeat chant.

See Lesson 13 for directions.

Pop Up 5 (3 minutes)

Note: This quick counting game develops students' ability to count to 5. Conduct the activity as described in Lesson 5, but now the student who says the number 5 "pops up" (stands). Continue until all students are standing.

Begin with all students seated in a circle, or around the rug.

Student A: 1 (remains seated).

Student B: 2 (remains seated).

Student C: 3 (remains seated).

Student D: 4 (remains seated).

Student E: 5 (stands, or pops up).

Counting Ice Cubes to 3 (2 minutes)

Note: In this activity, students practice counting objects and answering *how many* questions to 3 in preparation for today's work with numerals.

Materials: (S) 3 linking cubes, small paper or plastic cup

T: (Pass out 3 cubes and a cup to each student.) Here are some ice cubes. Touch and count so you can tell how many.

S: (Count.)

T: How many ice cubes?

S: 3.

T: 3 what?

S: 3 ice cubes.

T: We are going to be restaurant workers. Our job is to put the ice cubes in the cups. I will call out the ice cube orders. Ready?



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Students who are having difficulty recognizing numerals could benefit from a multi-sensory approach. For example, experiment throughout the day with numerals made with different textures such as sand paper or puffy paint. Kinesthetic learners might benefit from practicing with large numerals made from duct tape on the floor, stating the numeral name as they hop across the numeral.

- T: 3 ice cubes.
S: (Put three linking cubes in the cup.)
T: How many ice cubes are in your cup?
S: 3 ice cubes!
T: Order filled. Put your three ice cubes back. Get ready for a new order.
S: (Empty their cups.)

Continue calling out different “orders” of ice cubes. The next time students do this activity, they will use a mat to relate the quantity to the numeral.

Application Problem (4 minutes)

Materials: (T) Large dice with dots for 1–3 (or Lesson 10 Template), numerals 1–3, 5-group strips (Template)
(S) 5 craft sticks

Give each student a set of craft sticks. Show the students three fingers and ask them, “How many?” After they answer, ask them to lay down exactly the same number of sticks. Repeat the process using the dot configurations and 5-group strips for 1 and 2. Continue to use different representations of 1, 2, and 3 while students lay down exactly the same number of sticks.

Note: This activity asks students to count a group of sticks to match different representations of the numbers 1, 2, and 3. Such practice helps deepen their understanding of cardinality as they see that the same number can be represented in different ways. They will discuss how the representations are related in the Debrief.

Concept Development (10 minutes)

Part 1: Concept Introduction

Materials: (T) 5 cubes, number cards 1–3 (Lesson 12 Template 2)

1. Have a child select a number card and show it to the class. Ask all students to name the number.
2. Count out that number of cubes. For example, count out 2 cubes, saying, “1, 2.”
3. Count out that number of cubes, using self-talk to share your thinking, e.g., “I’ll make a group to match the number 2. I’ll count and stop when I get to 2. One (move one cube), 2 (move the second cube). Stop.”
4. Ask students if the group matches the number. If they are unsure, show how to match the cubes to the dots on the back of the card.
5. Repeat with another number. Invite students to say, “Stop!” when they hear the target number.
6. Silently show the number 1. Ask a volunteer to come up and count that many cubes.



Part 2: Practice

Materials: (S) Baggie containing 5 cubes, numeral cards 1–3 (Lesson 12 Template 2)

1. Pair students and send them to prepared tables.
2. Tell Partner A to take a card from the stack and show the number without saying it. Tell Partner B to make a group of that number of objects. Then, they switch.
3. Encourage students to use the dots on the back of the cards if they need help remembering.
4. As the students work, circulate and describe what they are doing using parallel talk, e.g., “Marissa is making a group of 3 cubes. She saw the number 3.”

Student Debrief (3 minutes)

Lesson Objective: Look at a numeral and count out a group of objects to match (abstract to concrete).

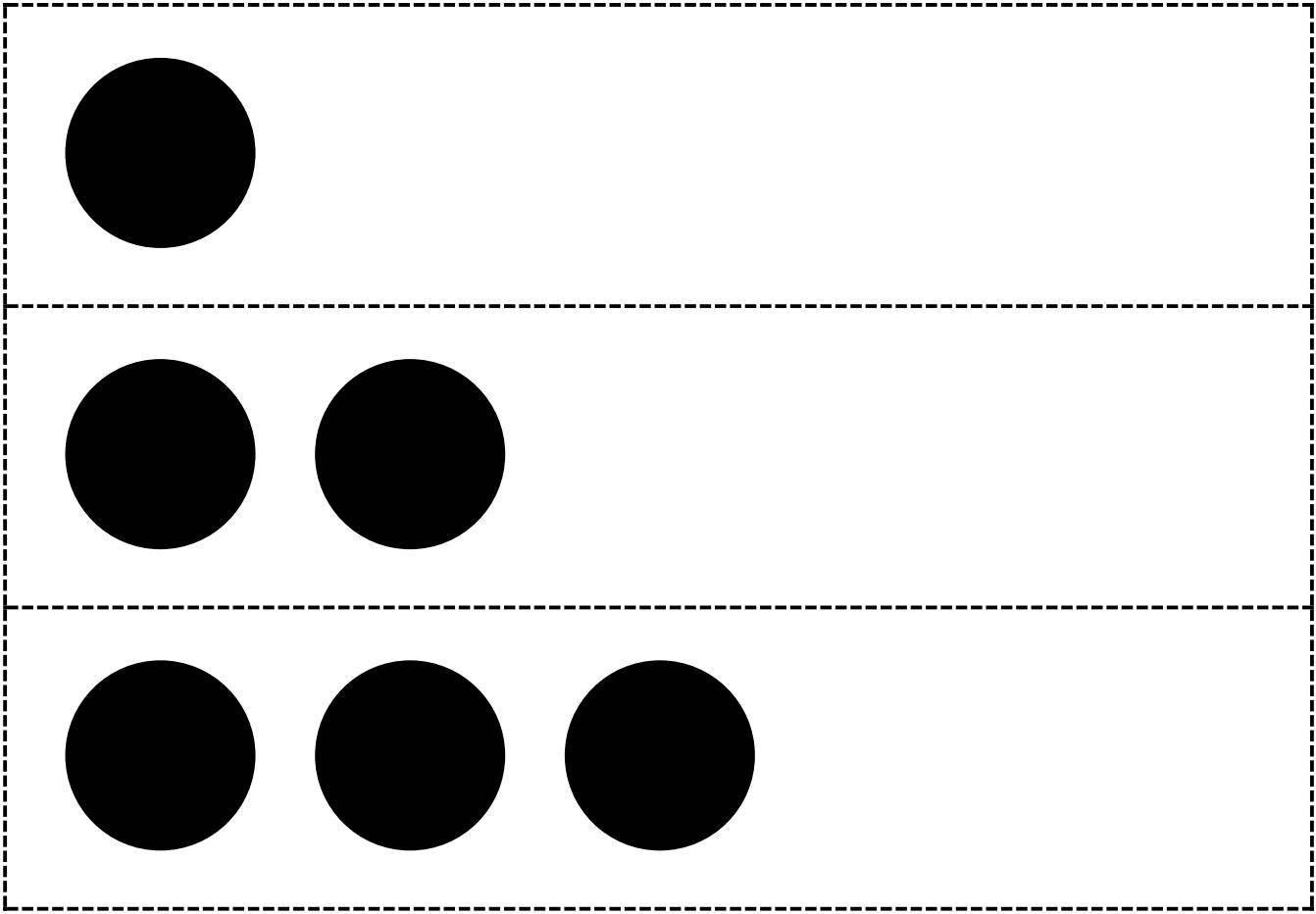
The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress towards meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief. You may choose to use any combination of the questions below to help students express ideas, make connections, use new vocabulary, and explore new concepts.

- (Show the numeral 2.) I want to make a group of this many. How many cubes should I put in my group? (Repeat with 1 and 3.)
- (Show 3 sticks, the dot configuration for 3, and the numeral 3.) Which of these tells how many cubes I have? (Help students realize that all of these represent the quantity 3.)
- Who can ask a friend a *how many* question about the fingers you see me holding up? Which numeral matches my fingers? (Show numerals 1, 2, 3.)
- What math tools did you use to count today? Which ones do you have at home?

**CENTER CONNECTION:**

Use the kitchen center to make groups like yesterday. Today, have the “diners” use numeral cards to show the number of meatballs they want instead of dot cards.



5-group strips