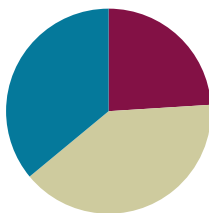


## Lesson 26

**Objective:** Represent numbers 1–5 using objects, pictures, and numerals.

### Suggested Lesson Structure

■ Concept Development	(10 minutes)
■ Fluency Practice	(6 minutes)
■ Student Debrief	(9 minutes)
<b>Total Time</b>	<b>(25 minutes)</b>



Note: Fluency Practice follows the Concept Development today. Students use their number pages from the Concept Development of Lessons 25 and 26 in the fluency activities.

Due to the nature of this two-day lesson, Part 1 has been removed from the Concept Development to allow for an extended sharing during the Student Debrief. Consider inviting families or members of the school community to join in the Student Debrief.

### Concept Development (10 minutes)

#### Part 2: Practice (Day 2)

**Materials:** (T) 3 trays, manipulatives (e.g., straws, puffballs), pre-cut magazine pictures and shapes (or Lesson 25 Template), 1" strips of construction paper (to create 5-groups), stapler (S) Per student: remaining number book pages (from Lesson 25); per table: caddy with scissors, glue, glue stick, dot painters, crayons, stickers

Gather materials on three trays and lay on the carpet. Place a small caddy with art supplies at each student table (see Lesson 25).

1. Gather students on the carpet and choose a few student samples to share. For example, "On this 3 page, Tamzin put a sticker inside each box on this strip of paper. She made a group of 3 objects." Or, "On this 4 page, Julius drew 4 people in his family, 1, 2, 3, 4."
2. Send students to tables to continue working on the pages for their number books. Again, circulate and ask each child how she showed the given number. Record the dictation on the page. For example, write, "This is a picture of 5 friends playing."
3. When all of the students' pages are complete, tell the class they will use the individual pages from their number books to practice showing numbers.

MP.5



#### NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Challenge early finishers to add a new idea to each number page or to read their book to another classmate using the phrase *1 more*.

**Fluency Practice (6 minutes)**

- Show the Number **PK.CC.2** (6 minutes)

**Show the Number (6 minutes)**

Materials: (T) Stapler (S) Number pages 1–5 created in Lessons 25 and 26, cover page (Template)

Note: This fluency activity maintains students' ability to count and match quantities with numerals to 5.

**Part 1: Teacher Directed Number Practice**

- Say a number from 1 to 5 aloud, and have students hold up their corresponding number page (1 minute).
- Show a number from 1 to 5 on your fingers the Math Way, and have students hold up their corresponding number page (1 minute).

**Part 2: Partner Practice**

- Students practice the fluency activities from Part 1 with a partner as teacher assembles number books.
- Add each student's cover page and write his or her name.
- Call students to the rug to share their books and debrief.

**Student Debrief (9 minutes)**

**Lesson Objective:** Represent numbers 1–5 using objects, pictures, and numerals.

Note: Begin the Student Debrief with a four to five minute Gallery Walk, inviting students and guests to read and enjoy the number books. Then invite children to bring their books to the circle for discussion.

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 evidence of student understanding that can be celebrated in the Debrief. You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary.

- Look at your book. Tell me what you used to show 4.
- Turn to the page that is your favorite. Share it with your partner. What did you use to show the number?
- Invite visiting community members to comment about the books.
- Who would like to share a number 1 page? (After student shares, invite students and community

**CENTER CONNECTION:**

Consider creating a station for students to continue work on their number books during centers. This will support children who need significant amounts of uninterrupted time to complete their work.

members to clap 1 time. Repeat with other number pages.)

**Keep student number books in a safe place. Children will add to the books in Module 3 as part of the culminating activity.**

# MY NUMBER BOOK

BY \_\_\_\_\_

