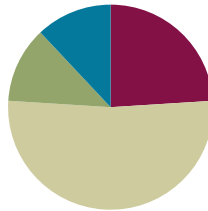


Lesson 4

Objective: Count to 6 and 7 left to right with fingers.

Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (6 minutes)

- Tally 4 Apples **PK.CC.3a** (3 minutes)
- Touch and Count Pennies **PK.CC.1** (3 minutes)

Tally 4 Apples (3 minutes)

Materials: (T) 4 apples (S) Paper and crayon (or white board)

Note: Throughout Topic A, students tally up to 5 objects as a foundation for tallying numbers to 10. Omit the demonstration if the children can do the tally independently.

- T: (Put 4 apples on the table.) I will touch as you count the apples.
- S: (Vary the pace at which you touch the apples so that students are attentive to say the number word when the apple is touched, not before or after. Make it playful. Try to trick them!)
- T: How many apples did we count?
- S: 4.
- T: Let's draw a line that stands for each apple we count. How many lines will I draw?
- S: 4. (Demonstrate drawing 4 vertical lines. Count out loud as you draw.)
- T: Now, it's your turn. Count out loud as you draw like I did.
- S: (Draw 4 tally marks, one for each apple.)

Touch and Count Pennies (3 minutes)

Materials: (S) Baggie with 7 pennies

Note: This activity gives children practice counting out a new group of 5 objects, then creating a group of 6 by including 1 more. Different objects offer new challenges. Students may be distracted by the markings on the pennies and struggle more (or less) than they did counting beans.

- T: Put 5 pennies in a line. (Pause as students do so. Observe their strategies. Gently remove pennies from those who struggle to count to 5 accurately until they have a number they can touch and count with one-to-one correspondence.)
- T: (Discretely address students who are able to count to 5 correctly.) Jenny, Alexis, and Marta, put 1 more penny at the end of the line.
- T: Touch and count how many pennies you have now. (Pause as students touch and count. Observe carefully.) How many pennies do you have now?
- S: 6.
- T: Count them again! See if you get better at counting them! (Continue to observe.)

Have the students count until they have mastered counting 6 pennies. Encourage students who have mastered counting 6 pennies to put 1 more penny in line.

Application Problem (3 minutes)

Say this as you would the classic rhyme “Teddy Bear,” inviting all the children to act out the directions in place.

- Baby Chick, Baby Chick, turn around.
- Baby Chick, Baby Chick, touch the ground.
- Baby Chick, Baby Chick, climb the stairs.
- Baby Chick, Baby Chick, brush your hair.
- Baby Chick, Baby Chick, blow out the light.
- Baby Chick, Baby Chick, say goodnight.

After all the children have participated, invite 1 child forward to follow the 6 actions in the rhyme, while the remaining children count to 6 the Math Way on their fingers. They add another finger each time another direction is given and they see a new action. Ask, “How many directions did the baby chick follow?”

Note: As children are becoming more aware of routines and chores, this Application Problem allows them to keep track of a series of directions by counting to 6 on their fingers. If the students are not familiar with the rhyme, simply perform the actions and have students count the number of actions.

Concept Development (13 minutes)

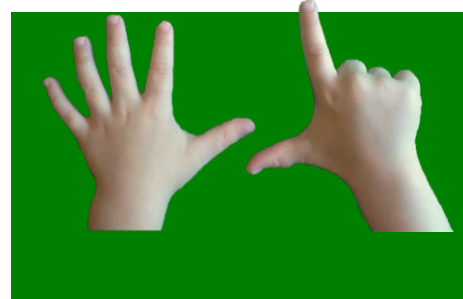
Part 1: Concept Introduction

1. Say, "It's almost spring, and all the baby chicks (wiggle fingers) are warm inside their eggs inside their nests (make two fists on a surface)."
2. Say, "When spring comes, the chicks in this nest (shake left hand) hatch first and stand up. This little one hatched first." Demonstrate the first 5 hatching and standing up, starting with the pinky (left to right, moving from the pinky to the thumb of the left hand). Have the children count the chicks as they emerge, "1, 2, 3, 4, 5."
3. Say, "There are more chicks hatching in this nest! (Shake the right fist.) Two of them hatch and stand, starting with the shortest one!" Have 2 more chicks come out by showing the thumb and index finger of the right hand.
4. Say, "Let's count how many chicks have hatched." To support a precise count, lift your fingers off the surface and then drop them as the students count, "1, 2, 3, 4, 5, 6, 7."
5. Have the children show their nests and eggs. Have them pretend all the chicks are in the eggs in the nests (two fists) and then count 7 chicks hatching again, starting with the pinky.
6. Ask them, "How many eggs are still in your nests?"



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Throughout the Concept Development, check frequently for understanding. English language learners and students developing language may shy away from asking questions. Highlight the mathematics within the story for students who may become bogged down with the story language. Or, conversely, jazz up the story for those getting bogged down in the counting.



Part 2: Practice

Materials: (S) Per pair: 2 nests (e.g., plastic grass or yarn, small bowl), 5 plastic eggs of one color, 2 plastic eggs of another color, cotton ball "chick" in each egg

Send students to prepared tables.

1. Have pairs "hatch" the chicks in their nests by opening the plastic eggs. Invite partners to touch and count the cotton ball "chicks."
2. Have students make their fists next to the nests. Tell them, "Seven chicks (fingers) hatch and stand, one at a time. Let's count them as they hatch!" Have them count from left to right as they show each finger.
3. Ask questions as you circulate: "How many chicks hatched?" "How many chicks hatched in this nest?" "This one?" "Which was the first chick to come out?" "Which was the last?"
4. Ask the children to show their partner two ways to count the chicks who hatched, by touching and counting using the chicks and by counting on their fingers.

MP.6

Student Debrief (3 minutes)

Lesson Objective: Count to 6 and 7 left to right with fingers.

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, and use new vocabulary.

- Show me your two nests (two fists). Show me all the eggs. (Students show all their fingers.) On your fingers, show me the chicks that hatched today.
- (Display a set of nests while children continue to show 7 fingers.) How are the chicks that hatched like the 7 fingers you are showing?
- (Show completed Lesson 3 set of nests and current set of nests.) Let's compare our nests from today to our nests from yesterday. How are they the same? How are they different?

**CENTER CONNECTION:**

Invite children to finger paint the chicks in the nests. If they are ready, have them show 7 chicks that hatched and 3 chicks in their eggs. The process of finger painting the chicks can elicit meaningful conversations. Provide students with the opportunity to explain their paintings to a classmate.