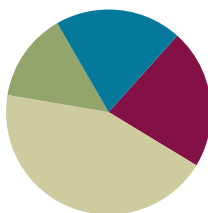


Lesson 13

Objective: Order and write numerals 0–3 to answer *how many* questions.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Concept Development	(22 minutes)
■ Application Problem	(7 minutes)
■ Student Debrief	(10 minutes)
Total Time	(50 minutes)



Fluency Practice (11 minutes)

- Rekenrek Roller Coaster **K.CC.4a** (4 minutes)
- Show Me Fingers to 5 **K.CC.5** (2 minutes)
- Hide and See (3 as the Total) **K.CC.4a** (5 minutes)

Rekenrek Roller Coaster (4 minutes)

Materials: (T) 20-bead Rekenrek

Note: At this point in the module, consider introducing 6, either in the top row with the white bead, or on the bottom row with the red bead. Focus on the transition from 5 to 6. Guide students to realize that it is, in fact, a crucial transition by discussing what they notice about the representations of 5 and 6 on the Rekenrek (e.g., color change, or 5 on top, 1 more on the bottom).

Conduct the activity as outlined in Lesson 7.

Show Me Fingers to 5 (2 minutes)

Note: Change directions frequently, as before, but now include 0 (indicated with a closed fist) in the sequence.

Conduct the activity as outlined in Lesson 2.

Hide and See (3 as the Total) (5 minutes)

Conduct the activity as outlined in Lesson 11, but include 0 and 3, with 3 as the total. Variation: Students can say the expressions as they put the cubes together. This game can also be played with a partner.

Application Problem (7 minutes)

Johnny had 2 cookies in his lunchbox. He gave 1 to a friend and ate 1 himself. How many cookies does he have now?

Note: This Application Problem is reviewing the concept of 0 from Lesson 12 before continuing with number writing and counting to 3.

Concept Development (22 minutes)

Materials: (T) Cardboard picture frame (S) Personal white board with numeral formation practice sheet 1–3 (Lesson 13 Practice Sheet)

Preparation: Place three identical objects on a table.

- T: Look around the room. Finish this riddle: We have exactly 1 _____ in our classroom. (Wait for student responses.) Finish this riddle: We have exactly 2 _____ on our bodies. How about this one? We have exactly 3 _____ on the table. (Discuss responses.)
- T: Now that we have done some counting, let's practice writing those numerals. I know a little rhyme that will help us remember how to write the number 1. Echo me, please. "Top to bottom, then you're done. You just wrote the number 1!"
- T: Now, say the rhyme while I write the number. (Write the numeral 1 inside a cardboard picture frame attached to the board.)
- T/S: Top to bottom, then you're done. You just wrote the number 1!
- T: Try it with me this time. Pointer fingers up!
- T/S: Top to bottom, then you're done. You just wrote the number 1! (Students write the numeral 1 in the air with their pointer fingers while the teacher writes it in the frame on the board.)
- T: Now, let's rug write it. Pointer fingers on the rug!
- T/S: Top to bottom, then you're done. You just wrote the number 1! (Write the numeral 1 with pointer fingers on the rug or on another surface that will provide tactile feedback.)
- T: (Repeat the exercise for the numerals 2 and 3 using the following rhymes.) "Half a moon, there's



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

It may be more beneficial for some students to write their numbers on a cookie sheet with sand or salt on it. Writing on the rug is sufficient for most students, but those who have trouble with visual discrimination may not see the number as clearly as other students.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Have students who would benefit from tactile experiences trace sandpaper numerals.

more to do; slide to the right, now that's a 2!" "Backwards C, backwards C, and that is how you make a 3!"

T: You're ready to try it with your markers now!

Send students back to tables with personal boards prepared with the letter formation template. Guide them through the process by having them first locate the dot. Students may then trace the numerals with their fingers, if necessary, before writing the numbers with their markers. After students have had sufficient practice with their markers, direct them to remove the sheet from their personal boards and write with pencil.

Problem Set (5 minutes)

Students should do their personal best to complete the Problem Set within the allotted time.

Student Debrief (10 minutes)

Lesson Objective: Order and write numerals 0–3 to answer *how many* questions.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

MP.3

- What do you do when you need to find out how many? (Count.)
- What are some ways that you can tell or show how many? (Say the number, write the number, show how many fingers.)
- What could we tell someone by writing numbers? (How old I am, how many ears I have, how many ice cream scoops I want.)

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

NY3 COMMON CORE MATHEMATICS CURRICULUM | Lesson 13 Worksheet | K•1

Name: Marie Date: 4/8

Worksheet: Write the missing numbers.

1 2 <u>3</u>	3 2 <u>1</u>
1 <u>2</u> 3	3 <u>2</u> 1
0 1 <u>2</u>	<u>3</u> 2 1
0 <u>1</u> 2	2 1 <u>0</u>
<u>0</u> 1 2	2 <u>1</u> 0

COMMON CORE | Lesson 13: Order and Write Numerals 0–3 to Answer “How Many?” Questions | engage^{ny} | L.D.6

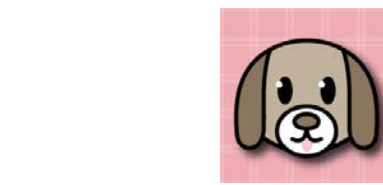
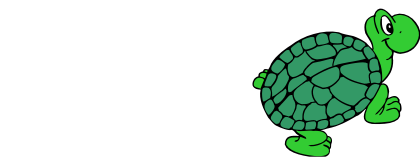
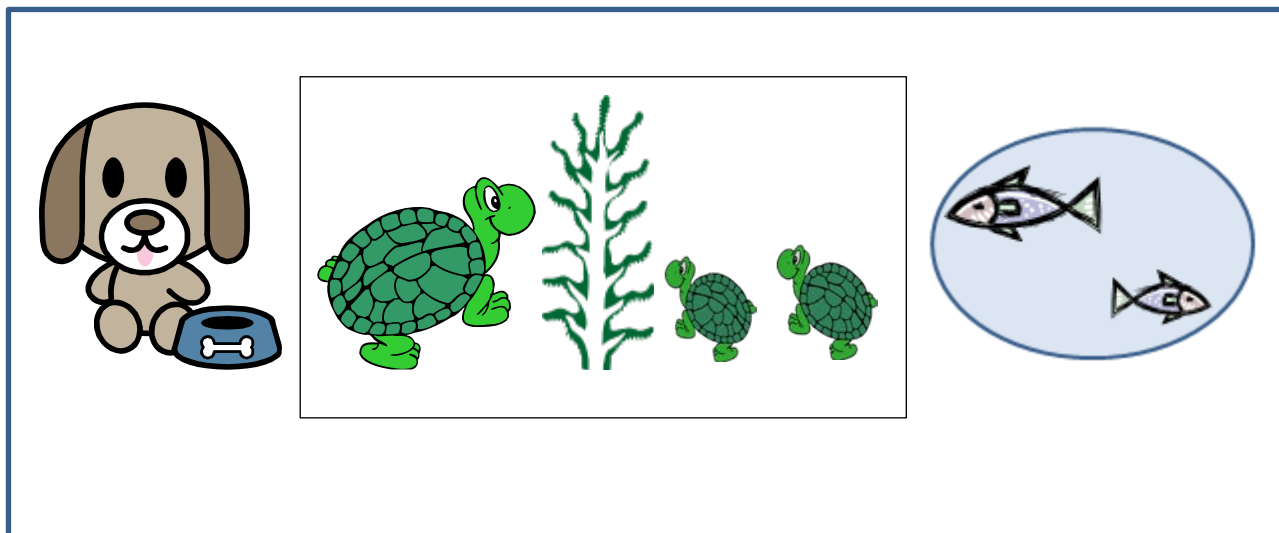
Name _____

Date _____

Write the missing numbers.

1 2 _____	3 2 _____
1 _____ 3	3 _____ 1
0 1 _____	_____ 2 1
0 _____ 2	2 1 _____
_____ 1 2	2 _____ 0

Count and write how many.



Name _____

Date _____

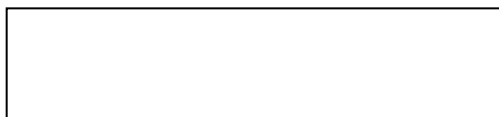
Count the objects.

Write how many.











Fill in the missing numbers.

1, ____, 3

____, 1, 2

3, 2, ____

____, 1, 0

Name _____

Date _____

Draw

●	●			
---	---	--	--	--

 (two) things you see in your kitchen.

How many?

Draw

●				
---	--	--	--	--

 (one) of your friends.

How many?

Draw

●	●	●		
---	---	---	--	--

 (three) things you like to play.

How many?

How many pet monkeys  do you have? _____

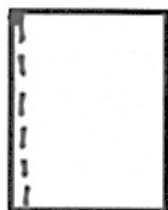
Write the missing numbers:

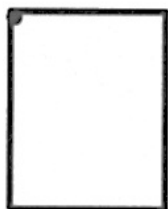
3, 2, _____, _____

0, _____, _____, 3

Name _____ Date _____

Insert this page into your personal white boards. Practice with your dry erase marker. When you are ready, write your numbers in pencil on the paper.







numeral formation practice sheet 1–3