

1A Count and Show (1): Count and Show 1 and 2

Learning Objective(s)

- Show, recognize, and count 1 and 2 in different ways.

Vocabulary

- 1 one
- 2 two

Material(s)

- 3 marbles
- modeling clay
- 2 connecting cubes
- 2 counters
- 1 copy of Numeral Cards – 1 and 2 (TR01)
- 1 copy of Dot Cards – 1 and 2 (TR02)
- 1 copy of Finger Pattern Cards – 1 and 2 (TR03)
- 2 copies of Number Word Cards – one and two (TR04)

Teaching Tip

- The **Task** is intended to acquaint your student with the concepts of the lesson, or as a review of a previous lesson.
- Each **Task** will include a combination of movement, concrete, pictorial, and/or abstract representations of the learning objectives.
- The **Task** should only take about 10 minutes to complete.
- Your student will utilize the Recording Journal as a way to do numeral writing or draw the concepts that will aid in the review. This can be a composition notebook, spiral bound notebook, or any journal-type notebook that you can add to as you work through the lessons for the year.
- Be sure to leave space in the journal to potentially add to as you go through the lessons in the chapter.


COUNT AND SHOW 1 AND 2 (Student Book, pages 2 to 6)

Lesson Opener

Task

Complete the following discussion/activity before you open the Student Book. Refer your student to **Learn** and **Learn Together** in the Student Book for reflection after your student has explored the concepts. Use questions to build understanding and direct instruction to refine understanding.

MOVEMENT: Hold up 1 finger.

 **How many fingers do you see pointing up? 1**

Have your student hop one time. Then hold up 2 fingers. Invite your student to hop the appropriate number of times that matches the number of fingers pointing up.

 **How many times did you hop now? 2**

Focus Question

 **What can you use to help you count?**

Invite your student to ponder this question as you go through the lesson. Revisit this question when you reach the end of the lesson to check his/her understanding.

Practice On Your Own (Student Book, pages 5 and 6)

- **QUESTION 1** assesses your student's ability to identify the number of objects that corresponds to the number shown on the finger pattern.
- **QUESTIONS 2 and 3** assess your student's ability to recognize the numeral and word form of a number and show a corresponding number of objects.

For Additional Support

- For **QUESTION 1**, provide your student with connecting cubes to make a model before coloring the cubes.
- For **QUESTION 2**, provide your student with counters for him/her to count before drawing the circles. He/she may use the counters to trace his/her answer in the Student Book.

More Resources

- Refer to **Do More at Home** below and **Reteach K, Exercise IA (I)** if your student needs additional support.
- When your student is ready, have him/her work on **Additional Practice KA, Exercise IA (I)**.
- To provide your student with a challenge, have him/her work on **Extension K, Exercise IA (I)**.

Do More at Home

To reinforce number word recognition, set up a simple matching game. You will need 1 copy of Numeral Cards – 1 and 2 (TRO1), 1 copy of Dot Cards – 1 and 2 (TRO2), and 2 copies of Number Word Cards – one and two (TRO4).

Shuffle the cards and place them face down in rows. Invite your student to turn over any two cards. Your student keeps both cards if they match. Have your student turn the cards over if they do not match. The matches can be any combination of numbers, number words, or dot patterns. Continue the game until all the cards are matched up.

Practice On Your Own Answers

(Student Book, pages 5 and 6)

1. (a)



Accept any 2 cubes colored.



(b)



Accept any 1 cube colored.



2.



3.



Learn Together (Student Book, pages 14 and 15)

After your student has explored the concepts in the **Lesson Opener**, **Learn**, and **Discover Together**, and is beginning to show understanding, open the Student Book and look at the pages together.

- **QUESTION 1** requires your student to find groups of 5. You may need to guide him/her to circle the group of like objects. For example, he/she should circle the birds, butterflies, and flowers, but not the people and the kites.
 🗣️ **How many arrangements of 5 do you see in the picture? 3 Which arrangement was the easiest for you to count? Why?**
- **QUESTION 2** requires your student to match each number and number word to the number of fruits in each group.
 🗣️ **How did you decide which arrangement matched the number? counted the objects**
- **QUESTION 3** requires your student to recognize the given numbers and color the corresponding number of circles. If support is needed, encourage your student to place counters on the circles and count them, remove and color.
 🗣️ **How did you decide how many circles to color? looked at the number**

Do More at Home

- Encourage your student to tell simple stories about the numeral 5 and make a model of the story.
- These simple stories can provide your student with opportunities to make real-world connections to his/her concrete experiences. They will also be helpful later when your student encounters word problems.

Example:

I have a story about 5. I have 5 toy cars in my toy box. I can line up all 5 cars on the table.

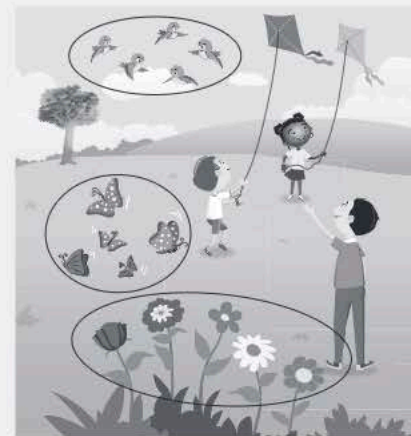
Lesson Debrief

- Conclude the lesson and facilitate your student's reflection by asking him/her to answer the **Focus Question** and share his/her thinking.
- Extend the discussion by posing the following questions.
 🗣️ **What can you use to easily show the number 5? When you think about the number 5, how can you tell that you have 5 in a group?**

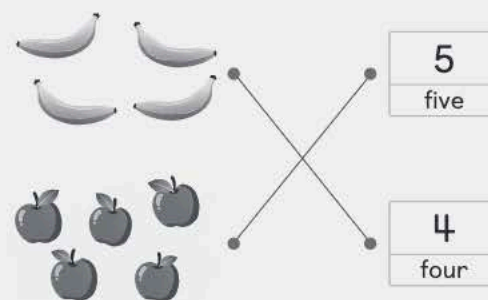
Learn Together Answers

(Student Book, pages 14 and 15)

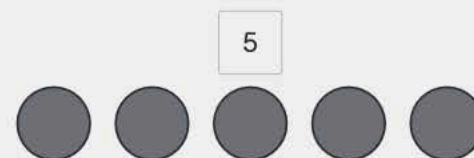
1.



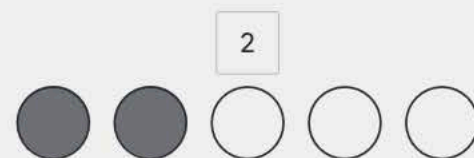
2.



3. (a)



(b) Accept any 2 circles colored.



Digging Deeper

Give your student modeling clay and encourage him/her to mold the clay into the shape of numeral 5. He/she may use the Numeral Card 5 (TRO1) as a guide if needed.

Reflect and Connect

- Allow time for your student to reflect on what he/she has learned and ask questions about what he/she may be unsure of.
- Encourage him/her to share anything that was confusing or difficult, and how thinking about it differently and perseverance helped the process of learning.
- This is an opportunity to allow your student to make observations about the lesson and ask questions related to any part of the lesson he/she would like to explore further.
- Use 1 copy of Dot Cards – 1 to 5 (TR02). Shuffle the cards and in random order, show your student a card.

 **What number comes next?**

What to look for:

- identify which number comes next for any number 1 to 5

Practice On Your Own (Student Book, pages 31 to 34)

- **QUESTION 1** assesses your student's ability to connect the dots to order the numbers.
- **QUESTION 2** assesses your student's ability to draw the correct number of circles to show the numbers in order.
- **QUESTION 3** assesses your student's ability to count on and color the missing numbers in a sequence.
- **QUESTION 4** assesses your student's ability to count on and match the missing numbers in a sequence.

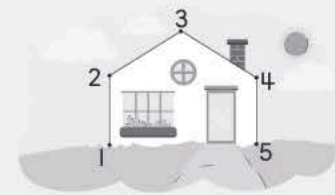
Think!

- **QUESTION 5** assesses your student's ability to count the number of stripes on each towel and determine the group of towels that are arranged in order.

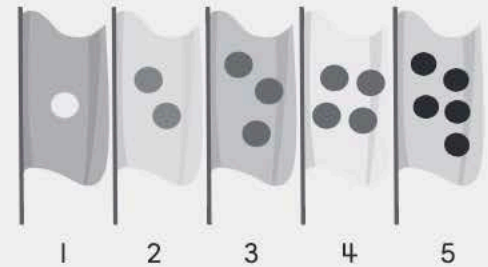
Practice On Your Own Answers

(Student Book, pages 31 to 34)

1.

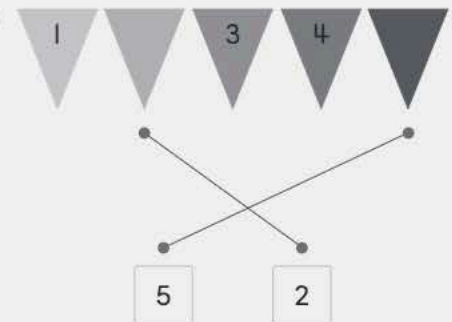


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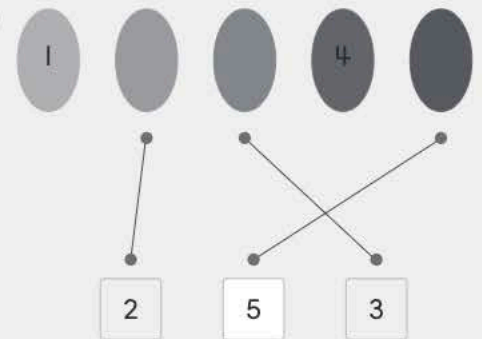


3. (a) 3
(b) 4

4. (a)

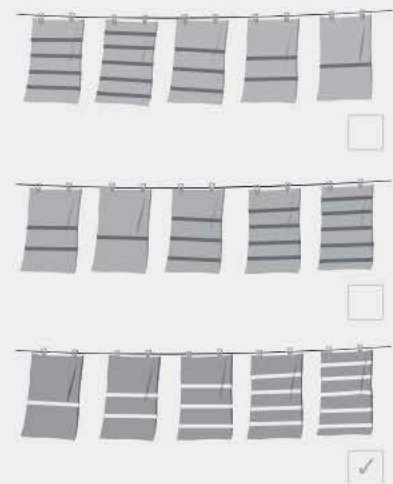


(b)



Think! Answer

5.



Learn Together (Student Book, pages 56 to 58)

After your student has explored the concepts in the **Lesson Opener, Learn,** and **Discover Together,** and is beginning to show understanding, open the Student Book and look at the pages together.

- **QUESTION 1** requires your student to count each group of birds and write the numerals to match the quantity. Observe how your student is writing the numeral.
 🗣️ **What do you notice is the same about writing 2 and 3? What do you notice is different about writing 1 and 0?**
- **QUESTION 2** requires your student to write the numerals, count the number of spots on the butterflies, and match the number of spots to the corresponding number.
 🗣️ **How do you recognize the number 0? How can you write the number 4?**
- **QUESTION 3** requires your student to draw the correct number of spots on the ladybugs.
 🗣️ **How did you decide the arrangement for the 3 dots on the ladybug?**

Lesson Debrief

- Conclude the lesson and facilitate your student's reflection by asking him/her to answer the **Focus Question** and share his/her thinking.
- Extend the discussion by posing the following questions.
 🗣️ **What tools have you used to count? What activities did you do to count? What was your favorite activity? Why?**

Reflect and Connect

- Allow time for your student to reflect on what he/she has learned and ask questions about what he/she may be unsure of.
- Encourage him/her to share anything that was confusing or difficult, and how thinking about it differently and perseverance helped the process of learning.
- This is an opportunity to allow your student to make observations about the lesson and ask questions related to any part of the lesson he/she would like to explore further.
- Ask your student to share which numeral he/she likes to write most and which one he/she finds the most difficult to write. Ask your student to reflect on ways he/she can practice numeral writing.

What to look for:

- a reflection that evaluates which numerals are easy and challenging for your student and shares ways he/she thinks would be helpful for practicing numeral writing




Learn Together Answers

(Student Book, pages 56 to 58)

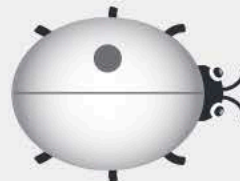
1.

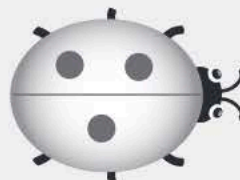
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	<input type="text" value="2"/>	<input type="text" value="2"/>
	<input type="text" value="1"/>	<input type="text" value="1"/>
	<input type="text" value="0"/>	<input type="text" value="0"/>


2.

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zero
two
four

3. (a) 

(b) 

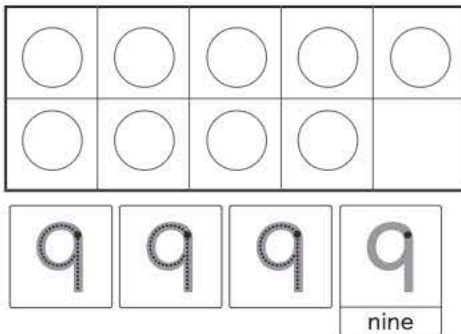
(c) 

Chapter Overview

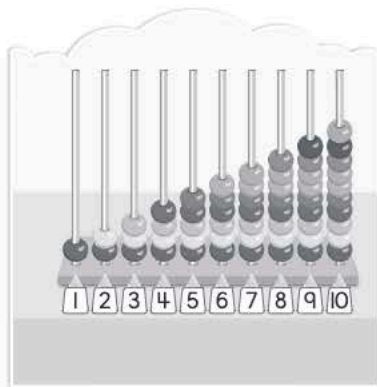
In this chapter, your student's foundation knowledge of numbers to 5 from Chapter 2 will be extended to understanding how to count, show, and write numbers to 10.

Your student will:

- build on previous learning experiences he/she had with quick **number recognition**, subitizing, **counting items in a group**, and **one-to-one correspondence**.



- explore how a number is **1 more** than the number before.

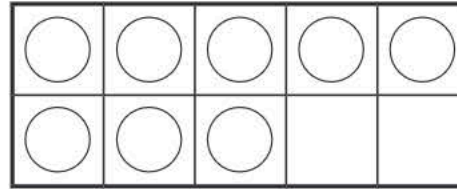


- work with concrete and pictorial representations to **show and model larger quantities in a variety of arrangements**.

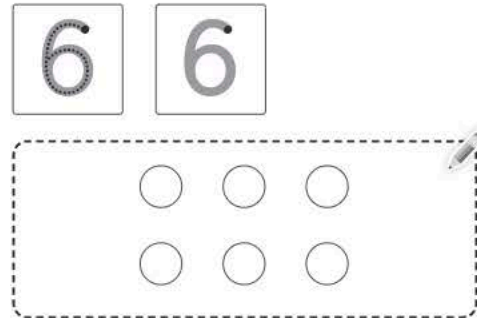


Key Ideas

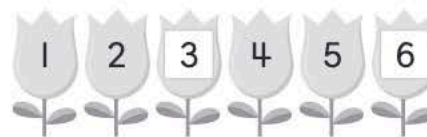
- We can show numbers 6 to 10 using concrete models.



- We can create multiple representations of number arrangements, write numerals, and make the connection that the arrangement and numeral represent the same quantity.



- We can arrange numbers to 10 in order.



Materials You Will Need

- 1 rubber ball
- 10 craft sticks
- beads
- coins (pennies, nickels, dimes, quarters)
- construction paper
- magazines
- modeling clay
- pipe cleaners cut into halves
- stickers or stamps
- yarn, cotton balls, macaroni, rice, or beans
- 20 connecting cubes
- 20 counters
- Numeral Cards (TR01)
- Dot Cards (TR02)
- Finger Pattern Cards (TR03)
- Ten Frame (TR07)