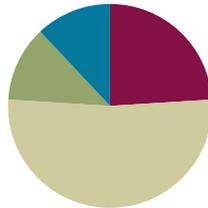


Lesson 33

Objective: Count from 0 to 10 from 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)

- Change of Pace Counting from 0 to 10 **PK.CC.1** (2 minutes)
- Use *1 More* to Make a Tower of 10 **PK.CC.3.c** (4 minutes)

Change of Pace Counting from 0 to 10 (2 minutes)

Materials: (T) 10 small paper plates

Note: By using a change of pace, students start to retain the number words for longer periods of time, helping them to remember what is 1 more, which lays the foundation for *counting on* in Grade 1. If paper plates are unavailable, cubes are a good substitution and can be reused in the next fluency activity.

- T: Let's set a table for 10 people today. (Place 2 rows of 5 plates on each side of the table.) Only say the number when the plate touches the carpet. (Hover the first plate over the *table*.) How many plates are on the table now?
- S: Zero.
- T: (Place the first plate.) Now?
- S: 1.
- T: (Place the second and third plates quickly.)
- S: 2, 3.
- T: (Pause significantly before placing the fourth and fifth quickly. Again, there should be laughter and false starts.)

Continue changing the pace up to 10 plates.

Use 1 More to Make a Tower of 10 (4 minutes)

Materials: (S) 10 loose cubes with 5 of one color and 5 of another color

Note: Observe, rather than direct, students. Note that the directions do not indicate to separate the colors. Notice that *taller* is embedded informally, preparing students for Module 4.

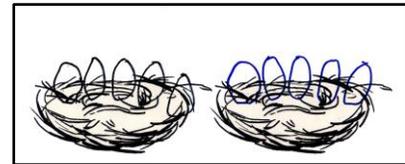
- T: Open your bags, and take out 0 cubes to start your tower.
 T: Put together 5 cubes. Use 1 more cube to make your tower taller.
 T: Take out 1 more cube. Put 1 more cube to make your tower taller. How many cubes does your tower have now?

Continue the process until the tower reaches a height of 10 cubes. Have students compare their towers and notice the possible differences in their appearances.

Application Problem (3 minutes)

Materials: (S) Problem Set, 1 brown and 1 blue crayon

Give each student a Problem Set with two nests drawn on it. Say, “5 eggs are in a nest. Use your brown crayon to draw a line of 5 eggs in one nest.” (Pause.) “There are 5 more eggs in another nest. Use your blue crayon to draw the 5 eggs in the other nest.” (Pause.) “Count how many eggs are in the two nests.”



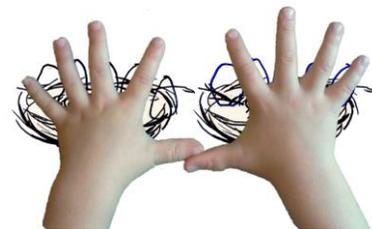
Note: This is a repetition of almost the same context from Lesson 24 in Topic E. This repetition allows students to focus more on the number relationships. The crayon colors are changed from Lesson 24 so that students do not overly relate 5 with the color green and the *extras* with the color red.

Concept Development (13 minutes)**Part 1: Concept Introduction**

Materials: (S) Problem Set from Application Problem

Note: Remember to demonstrate with the right hand first if standing or sitting in front of the children.

1. Say, “It’s almost spring, and all the baby chicks (wiggle fingers) are warm inside their eggs inside their nests (make 2 fists on a surface).”
2. Say, “When spring comes, the chicks in the brown eggs hatch first and stand up.” Demonstrate the first 5 hatching and standing up, starting with the pinky (left to right starting from the pinky and moving 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 the nest with the blue eggs! (Shake the right fist.) Five of them hatch and stand.” Have 5 more chicks come out by showing the thumb, index finger, middle, ring finger, and pinky of the right hand.
4. Say, “Let’s count how many chicks have hatched.” To support a precise count, lift fingers off the surface, and drop them as students count, “1, 2, 3, 4, 5, 6, 7, 8, 9, 10.”
5. Have the children show their nests and eggs. Have them pretend all the chicks are in the eggs in the nests again (2 fists), and then count 10 chicks hatching again, starting with the pinky.
6. Ask them how many eggs are still in their nests. Help them see that there are 0 eggs left. All the eggs hatched so children can show all 10 of their fingers.

Part 2: Practice

Materials: (S) Problem Set, crayon

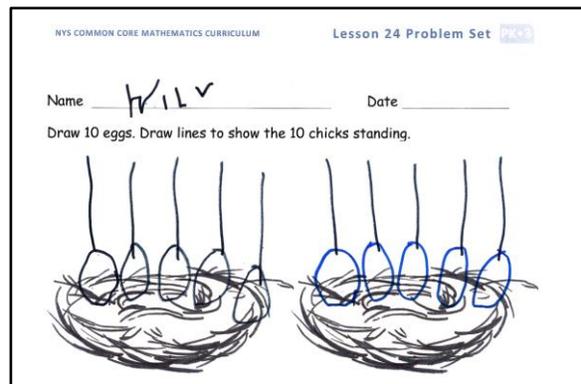
Send students to prepared tables.

1. Have students make their fists on top of the nests of the Problem Set. Tell them, “Ten chicks (fingers) hatch and stand, one at a time.” Have them count from left to right as they show each finger.
2. Have students draw to show each chick that hatches. (Demonstrate one possible way of showing this by drawing a line from each egg.)
3. While circulating, ask questions such as, “How many chicks hatched?” “How many are still in eggs?” “How many chicks hatched in this nest? This one?” “Who was the first chick to come out? Who was the last?”
4. Ask the children to show their partner two ways to count the chicks who hatched, by touching and counting using their picture and by counting on their fingers.

MP.6

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

As an extension activity students could work with a partner to play a game with plastic eggs and chicks (paper cut-outs). Partner A places eggs in a nest (a bowl or basket). Partner B opens each egg and counts the chicks as Partner A tracks the count on his or her fingers. Partners should alternate between the role of partner A and partner B.



Student Debrief (3 minutes)

Lesson Objective: Count from 0 to 10 from 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 toward 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 Student Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- Show me your two nests. (Students show 2 fists.) Show me all the chicks standing. (Students show all their fingers.) On your fingers, show me the chicks that were in the brown eggs. Show me the chicks that were in the blue eggs. All the eggs?
- (Display a completed Problem Set while children continue to show 10 fingers.) How is your picture of the chicks that hatched like the 10 fingers you are showing?
- (Show numeral cards 0, 1, and 2.) Which number tells how many eggs are still in the nests?
- Let's count to 5 using our fingers. Now, let's count to 10. What is different about counting to 5 and counting to 10? How are they the same?

**CENTER CONNECTION:**

In the art center, have students pretend that their fingers are 10 little chicks. Allow them to dip each finger in finger paint and drop them on the paper, starting from the left pinky. Invite them to count the marks on the paper. Then, have the 10 little chicks dance around the paper.

Name _____

Date _____

Draw 10 eggs. Draw lines to show the 10 chicks standing.



Name _____

Date _____

Draw 10 eggs. Draw lines to show the 10 chicks standing.

