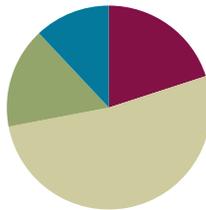


Lesson 30

Objective: Look at a numeral and count out a group of up to 9 objects.

Suggested Lesson Structure

■ Fluency Practice	(5 minutes)
■ Application Problem	(4 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (5 minutes)

- Play Catch and Count **PK.CC.1** (5 minutes)

Play Catch and Count (5 minutes)

Materials: (S) Per pair: tightly bundled pair of socks or other soft object

Note: Students count to see how many times they catch the socks in a row without dropping them, giving a meaningful context for counting. Position students about 2 yards apart to start.

- T: Let’s play catch. Throw the socks back and forth with your partner, and count how many times in a row you can catch the socks without dropping them!

Application Problem (4 minutes)

Materials: (T) 9 bee stickers, 5 pink and 4 orange flowers (S) Paper, pink and orange crayons

Say, “Pick up your pink crayon, and make a tally mark for each bee that orders a pink flower.” Use different voices to order for 5 different bees. “May I please have a pink flower?”

Next, have children pick up their orange crayon and tally the order for 4 bees. Again, use different voices to signal each tally. “ May I please have an orange flower?”

Count out 5 pink and 4 orange flowers with students. Have them count all of their tally marks on their own and then all the flowers as a group. Do the counts match?

Note: Children are asked to create tallies for 4 and 5. By counting all the flowers and all of the tallies, they see that 5 and 4 are embedded in 9.



Concept Development (13 minutes)

Materials: (T/S) Cup of 10 flowers, small resealable bag containing the numeral card 9 (Lesson 6 Template 2)

Note: Prepare students for this lesson by explaining to the class that a chef is someone who makes the food at a restaurant or café.

1. Tell students that today the chefs at the Pollen Café must prepare bags of flowers for their customers. They have to count out the correct number of flowers for each bag.
2. Invite children to take the numeral cards out of their bags. Ask all students to name the number and trace it with a finger. Ask, “How many flowers do we need for this bag?” Guide children to respond, “9 flowers!”
3. Dump the flowers from the cup. Count out the correct number of flowers, using self-talk to describe your thinking: “I’ll make a line of 9 flowers for this bag. I’ll count and stop when I get to 9. 1 flower, 2 flowers, ... 9 flowers (place the ninth flower in line). Stop.”
4. Ask students to count, and make sure the flowers match the numeral card. Put the flowers in the bag.
5. Invite children to count out their own line of 9 flowers. Encourage children to say, “Stop!” when they hear the target number. If children are not able to count and keep the target number in their mind, let them use the number path.

MP.7



Part 2: Practice

Materials: (S) Cup of 10 flowers, small plastic bag containing one numeral card 0 or 4–9 (Lesson 6 Template 2)

1. Distribute one order (one bag) to each chef. If students have not yet mastered counting to 9 with one-to-one correspondence, let them practice making groups with smaller numbers.
2. Tell the chefs to say how many flowers are being ordered (the number in their bag) and to trace it with a finger.
3. Have the chefs count out a line of flowers to match their order. Encourage students to use the dots on the back of the cards if they need to match one-to-one to make a group.
4. When they have correctly completed an order, the chefs may get another order and repeat steps 2 and 3, reusing the same flowers.
5. As students work, circulate and describe what they are doing, using parallel talk. For example, “Rachna’s order had the number ‘0,’ so she didn’t put any flowers in the bag. Will stopped putting flowers in a line when he got to 9.”



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

If children have trouble remembering to stop at 9, provide a visual cue. They might start by counting out a group using the number path with the number 9 circled. Once they can do that successfully, remove the number path, and show only the target numeral.

Student Debrief (3 minutes)

Lesson Objective: Look at a numeral and count out a group of up to 9 objects.

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 Debrief.

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

- Could you add as many flowers as you wanted to your order? How did you know when to stop putting more flowers in the order?
- (Show 9 flowers, 9 tallies, the dot configuration for 9, and the numeral 9. Do the same with other quantities, based on students' needs.) Which of these tells how many flowers I have? (Help students realize that all of these represent the same number.)

Watch as I count out 9 flowers. (Place one flower down with each count.) 1, 2, 3, 4, 5, 7, 8, 9. What mistake did I make? (Have a student correctly count out 9 flowers.)

**CENTER CONNECTION:**

Continue to set up the dramatic play center as Pollen Café. As children play today, have the chefs create a group of flowers based on the number requested by the waiter instead of relying on pre-prepared bags. If students are ready for an additional challenge, allow bees to choose from 2 different color flowers.