

## LESSON 5

### TEACHER-GUIDED PRACTICE

#### WARM-UP

##### OBJECTIVES

- to practise spoken number – quantity correspondence
- concepts: more, less, as many as

##### PROCEDURE

Two children are chosen for the activity. Give each child a number between 1 and 5, which they will show with their fingers. The children can also be given the same numbers. Give a word problem related to numbers. *Paul has two sweets. Emily has four sweets. Who has more/less sweets? How many more/less?* Repeat the activity with different quantities, so that every child can participate.

#### ACTIVITY 1. Items in the egg carton: How many?

##### OBJECTIVES

- to get acquainted with the five frame with the help of an egg carton
- to practise counting items from 1 to 5

##### MATERIALS

- half of an egg carton (5 cups), 5 items. You can also use something other than an egg carton, but it must be something where 5 spots for placing five small items horizontally separately can be marked clearly.

##### PROCEDURE

*I have a half of an egg carton here. How many cups are there in the egg carton? How many eggs would fit in the carton? I also have some items here. I can place one item in each cup. Mark the left side of the egg carton, from where you will always start to fill it. Place three items in the egg carton. How can we find out how many items we have here? Some of the children might recognize the number right away; some of them might suggest counting. A quantity recognized without counting can be checked by counting the items separately. How many items would still fit in the egg carton?*

Repeat the activity with numbers 1–5 so that every child can participate.

#### NOTE

- Show the egg carton so that all children see you fill it from left to right, as in later activities, the egg carton (and the five frame) will always be filled this way.
- Observe whether the children point at the items with a finger, whether they can count by only looking, or whether they recognize the number of items at glance. (subitizing)

### ACTIVITY 2. Items in the egg carton: Count the right number

#### OBJECTIVES

- to practise counting the objects according to a number given verbally or as a numeral
- to improve understanding of the principles of one-to-one correspondence and cardinality

#### MATERIALS

- Half of an egg carton for each child (with 5 cups), around 20 items (e.g., buttons, cubes etc.)
- Appendix: Number cards 1-5

#### PROCEDURE

A) Place the objects on the table so everybody can reach them. *I will take two items from the table. Take items one at the time and place them into the egg carton. One... two. Now there are two items in the egg carton. How many items would still fit in the carton? (3).*

Give each child an egg carton. *Now you can have a carton of your own. Place three items into it. Make sure the children start filling the carton starting from the mark drawn on the left side. When the children have placed the items in the carton, ask them: How many items did you place in the egg carton? How many items would still fit in it? Repeat with different numbers between 1 and 5 several times.*

B) Add numerals to the task. *Here are some number cards. Let's see, which numbers you already remember. Show the number cards one at the time. If the children don't remember a number, name it and show the corresponding quantity with the help of your fingers and ask the children to repeat the number. The number on the card tells you how many items you should place in the carton. Place the number cards on the table face downwards. Each child takes a card and places the required number of items in the egg carton. When the child is done with the task, ask him to tell how many items he collected, and how many items would still fit inside the carton. Circulate the number cards, so that everybody gets different numbers.*

At the end of the activity, ask: *Do you know any situations when someone might tell you how many items to collect, and you would have to count them?*

## NOTE

- After counting, when you ask the question "how many altogether?", is the child able to give the last counted number as the result?
- Does the child say the numbers in the right order, and each number only once?
- If a child makes mistakes, suggest: "let's count together!" The child can move the items, and you can both count out loud together.
- If a child doesn't know when to stop counting, count the number of items the child placed in the carton, to show them it wasn't the number asked for. Count again together, and emphasize the number at the end "Three was the number we wanted!"
- Can the child give the last number they said as the answer? (cardinality)

## PEER PRACTICE

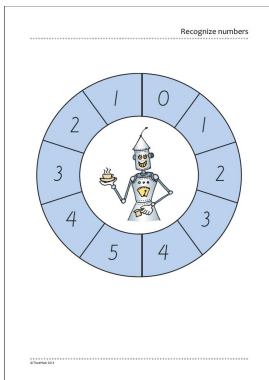
### ACTIVITY 1. The "Recognize numbers" game

#### OBJECTIVES

- to practise the numeral – spoken number correspondence

#### MATERIALS

- half an egg carton for each child (with 5 cups), 10 small items, dice and counters
- Appendix: Recognize numbers



#### PROCEDURE

The aim of the game is to recognize five numerals correctly, and to fill the egg carton with items. The players set their counters on any square on the board. Both players have an egg carton and ten items in front of them on the table. The first player throws the dice and moves his counter as many times as indicated by the dice. If a player throws a six, they are not allowed to move their counter. The player says which number is written on the square. If they give the correct number, the player may put one item in his egg carton. The player whose egg carton is full of items first is the winner of the game. By

collecting items in the egg carton, the children will notice how many items (i.e., correct answers) are still required for a full egg carton of five items.

#### NOTE

- Explain the rules of the game to the whole group before the children start working in pairs.
- If a child doesn't remember the name of the number, name it for them, and ask them to repeat it.

## INDEPENDENT PRACTICE

### OBJECTIVES

- to practise counting from 1 to 5
- shortened counting
- to practise quantity – numeral correspondence

### MATERIALS

- Worksheet: Quantities and numbers A

