

LESSON 6

TEACHER-GUIDED PRACTICE

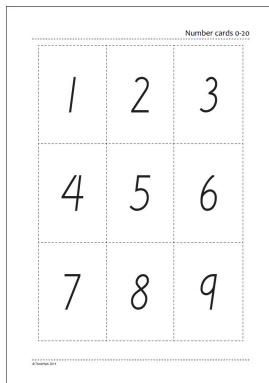
WARM-UP

OBJECTIVES

- to recognize the missing number in a number sequence (with objects and numerals)
- concepts: the least, the most, before, after

MATERIALS

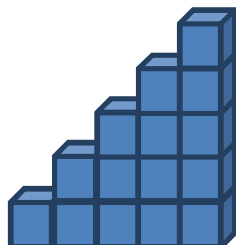
- 15 connecting cubes (e.g., Unifix or Multilink)
- Appendix: Number cards 1-5



PROCEDURE

A) Using connecting cubes make towers of 1, 2, 3, 4, and 5 cubes. Show the children the towers one at a time, and ask them to count the number of cubes in them. Place the towers on the table in a random order. *Show me the tower that has the least cubes? Show me the tower that has the most cubes? Let's put the towers in order, to make stairs from the smallest to the biggest. What comes after one? What comes after...?*

When the stairs have been built, ask questions such as: *What (number) comes just after four? What (number) comes just before four?*



B) Children close their eyes for a moment. Remove one tower from the stairs. *Which tower is missing?* Children can take turns and remove one tower from the stairs at a time.

C) Put the towers on the table so that number cards can be placed below them. Place the number cards on the table in random order. Let the children find the corresponding number card for each tower. Say the number sequence together.

Then, remove the towers from the table and turn the number cards face down. Turn over one number card (e.g., 4). *What number comes just after 4?* (Turn over the card, 5, to check the answer.) *What number comes just before four?* (Turn over the card, 3, to check the answer.)

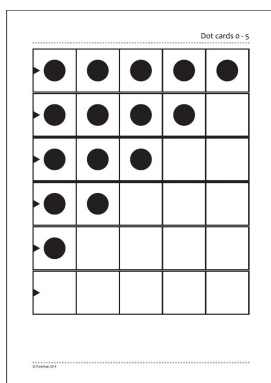
ACTIVITY 1. Dot and number cards

OBJECTIVE

- to improve understanding of the quantity – numeral correspondence
- to practise the number sequence 1-5

MATERIALS

- Appendix: Dot cards 1-5, Number cards 1-5



PROCEDURE

A) Now we are going to practise numbers with cards. Here we have two kinds of cards. The others have dots on them and the others have numbers. The cards are all mixed up! Could you group the cards into two piles: the dot cards in one, and the number cards in the other?

For every dot card, there is a number card. For example, for this card with one dot on it, there's a number card with the number one on it. Can you find a pair for each card?

You can go through the quantities and the corresponding numerals together. *How many dots do you see on this card? Two dots can be shown with the number 2.* Etc.

Ask the children to arrange both sets of cards from the smallest to the biggest number, if they haven't already done so. This is a good way for the children to see how the quantity grows with the interval of one. Read the number sequence formed, so that you can see both dot and number cards, then turn the dot cards face down on the table, and read the number sequence from the number cards only.

B) Speed task. Shuffle the dot and number cards. *I'll show you a card quickly. Tell me how many dots or which number you see on the card.* Show the card for a couple of seconds. Show the dot cards so that

the child always sees the triangle on the left side. At first, you can ask the whole group to say the number, and then show the children a couple of cards individually.

ACTIVITY 2. "Poisonous mushroom" game

OBJECTIVES

- to improve understanding of the quantity – numeral correspondence
- to recognize numerals

MATERIALS

- Appendix: Dot cards 1-5, Number cards 1-5
- 10 paper plates

PROCEDURE

Attach the dot and number cards to the paper plates using tape or Blu-Tack. The paper plates will be placed upside down on the floor.

One of the children closes his eyes or leaves the room for a moment. While they are gone or not looking, the other children decide which paper plate is the poisonous mushroom.

The child who doesn't know which plate is the poisonous mushroom starts to turn the plates round and collect them. When he turns a plate, he has to read the numeral or give the number of dots. When the child picks up the "poisonous mushroom" plate, the others shout "poisonous mushroom!" After this, the child counts how many plates they got, including the poisonous mushroom. The aim is to collect as many plates as possible.

The collected plates will be shuffled and placed on the floor again. Another child gets a turn at trying to avoid the poisonous mushroom.

NOTE

- If a child makes mistakes in counting, suggest, "let's count together", and the child can point at the dots and say the numbers with you.
- If a child doesn't remember the numeral, name it for them, and ask the child to repeat it.

INDEPENDENT PRACTICE

OBJECTIVES

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

MATERIAL

- Worksheet: Quantities and numbers B

