



Lesson Plans:  
Math: Number and Number Sense B & C



Teacher Name:	
Date:	

Lesson Goal:	The student will demonstrate understanding of one-to-one correspondence by counting a group of three to five objects by touching each one as it is counted and be able to tell “how many” when you have stopped counting.
Link to VFB:	Math: Number and Number Sense B & C.

Materials:	Worms Like to Wiggle Book, “Counting the Animals” manipulatives, “Magnetic Fishing” activity, “Pointers” activity
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Usage Location	Reading the story, Science and Math Center
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Implementation Plan		
Model	Prompt	Check
<p>Embed counting in the reading of the story. After reading the story, you should put the “Counting the Animals” manipulatives and “Magnetic Fishing” activity at the Math and Science Center. Before each activity is open demonstrate how to do each activity. “Counting the Animals” is very simple. Follow the directions to make the manipulatives. The children will count and point with you as you have different groups of animals on the felt board. There is one worm, ladybug, rooster, and cat, there are two dogs, pigs, and sheep, three fish, cows, horses,</p>	<p>After modeling one-to-one correspondence, it is important to give opportunities to prompt for the skill. In the “Counting the Animals” activity, have the kids make a group of animals and ask them “how many” are in the group. Have them count and show you how many are in the group. It is also important for the children to be able to be asked to show you a certain number of animals. For example have them show you two pigs or three rabbits. In the “Magnetic Fishing” activity, have the kids tell you “how many” fish they catch. Or you could tell them to catch two blue fish. This way they are</p>	<p>To check for mastery, put up different amounts of animals on the felt board from one to five. Have the kids use their special pointer to show one-to-one correspondence. Also, join in a game of fishing at the math and science center. The children who are shy, will show you and their close friends what they know at the center. You can ask them how many fish are in the entire bowl or how many green fish there are. Make sure they know the color green if you are going to ask that. If they do not know colors yet, have them fish for a while and then ask how many they have. You</p>



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<p>and rabbits, and five chicks. To make the activity more fun, make special pointers for the kids while they count (“Pointers” activity). For the “Magnetic Fishing” activity, follow the directions to create the manipulatives. Model how to catch the fish (good for fine motor as well). Then have the kids show you anywhere from 1–5 of the fish. Show them how to count each one, modeling one-to-one correspondence. In both of the two activities, ask the children “how many” when you are asking for a quantity. They will become accustomed to the wording and understand that you are asking for a number or a counting word.</p>	<p>working on fine motor skills as well as one-to-one correspondence. At this stage, you should help children if they struggle and remodel how to count if they struggle. Always make more than 5 animals or fish available for the more advanced kids so that they have a challenge.</p>	<p>can also have them use their special pointers at this station to demonstrate knowledge of one-to-one correspondence.</p>
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