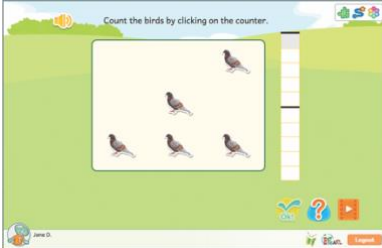


COUNT, STEP 3

Lesson Plan: Number Concept, Count, Step 3

Activity Screen Shot



Theme Host: Chuck



Animal Friend: Blue Heron



OVERVIEW

Students forge an association between a mental image of a set of objects, a visual representation of a count in terms of a counter and a symbolic representation of a count in terms of a numeral.

PRINCIPAL LEARNING GOAL(S)

- Students associate a numeral with a count of objects
- Students maintain a mental image of a set of objects while developing strategies for counting, including the use of markers to record the count of objects (e.g., coloured cells in the counter)
- Reinforce the concept of number as a count of objects

PREREQUISITE KNOWLEDGE AND SKILLS

- Used the counter to record a count in the previous step
- Had some exposure to the numerals 1 to 9

POTENTIAL DIFFICULTIES

- Some students have difficulty using the counter to record the count. Either discuss strategies that can be used or assign additional repetitions of Step 2 to generate more practice.
- Some students have difficulty connecting a particular numeral and the number that it represents (either as objects in a set or filled cells in a counter). Direct such students to note the numeral that displays briefly beside the counter when a counter cell is clicked on.
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WARM UP ~ 3-5 MINUTES

Write a numeral on the board, e.g., 4. Ask the class to count to 4 in unison with you while opening fingers on a handheld in the air. Repeat this for a few different numbers.

MAIN ACTIVITY ~ 20 MINUTES

Students count a set of birds and record the count in a counter. Then students click on the numeral corresponding to the count.

CONSOLIDATION ~15 MINUTES

To help students consolidate their new knowledge and make connections to prior learning, allow time for subsequent discussion. The questions below raise important issues:

- 1) *How do you know when you have counted all the birds?*
This question was raised in Step 2. Answers hopefully reflect an evolution of strategies used and the ability to verbalize and evaluate the merits of each strategy mentioned.
- 2) *Does it matter in which order you count the birds?*
Some students may say that it doesn't matter and technically they are correct, however, other students will realize that using an order (e.g., left to right, top to bottom) may help one to avoid errors of not counting a bird or counting a bird more than once.

