

Objective: To count / produce a certain number of objects up to 10

What to look for: What amount can the child count and produce objects?

Sample Codes: N = Finds number(s) \_\_\_\_

XN = Did not find number(s) \_\_\_\_

IN = Identifies numeral(s) \_\_\_\_

Trajectory Name: Counter (10)

#### **HANDS ON CENTER:**

- Places Scenes
- Shape Pictures
- Memory Number

Refer to Instructions in TE for appropriate set up.

What other activities can you provide to support previous concepts?

#### **COMPUTER ACTIVITIES:**

- Party Time 3
- Memory Number 2

Reminder: BB games are to be set on a weekly basis. Preview games for your own understanding of the activities

#### **PLANNING AHEAD:**

- Building Blocks - Places Scenes, X-Ray Vision 1, Dinosaur Shop

#### **RELATED RESOURCES:**

- TE pages A17, B4

### **Week 19**

#### **BIG IDEAS:**

- Counting
- Producing (counting out) items
- Comparing Amounts by Counting

- Ordering Numbers

### **OBJECTIVES:**

- To count objects to 10 and beyond
- To produce a certain number of objects up to 10, keeping track of which objects have been counted even in non-structured arrangements
- To compare by counting
- To order numbers

### **OVERVIEW:**

- To what amount can a child count and produce objects?
- What size groups can the child compare?

### **WHOLE GROUP:**

Monday - Count and Move in Patterns, X-Ray Vision 1

Tuesday - Count and Move in Patterns, Mr. Mixup (Counting)

Wednesday - Knock It Down, Mr. Mixup (Comparing)

Thursday - Count and Move in Patterns, Mr. Mixup (Counting)

Friday - Knock It Down, Mr. Mixup (Comparing)

### **SMALL GROUP: X-Ray Vision 1**

**Materials:** Counting cards 1-10

**Objective:** To order numbers

#### **Things to consider when planning and implementing X-Ray Vision 1:**

- Have students who are playing together sit side by side so that they both experience the number line from left to right.
- You can place a marker by “1” so that children remember the numbers are progressing from left to right.
- When a student or teacher chooses a card for the student to identify (with their “X-Ray vision”), leave the wand or pointer or counter (whatever you are using) on the card until the child states what number it is.

- For some children, start with using only 1-5 Counting Cards, for others, you may need to make cards 11-20 (*Teacher Resource Guide* only has 1-10).

SMALL GROUP RECORD SHEET CODING SUGGESTIONS: X - Ray Vision 1

**What to look for:** To what amount can the child count and produce objects?

**Sample Codes:** C1 = Counts from 1 (or another number)  
C10 = Counts backward from 10 (or another number)

**Trajectory Name:** Counter and Producer (10+) (TE p. B2)

**SMALL GROUP: Dinosaur Shop (Fill Orders)**

**Materials:** Play money, dinosaur counters

**Objective:** To produce a certain number of objects up to 10, keeping track of which objects have been counted even in non-structured arrangements

**Things to consider when planning and implementing Dinosaur Shop (Fill Orders):**

- Use the play money found in the *Teacher Resource Guide*. Each “bill” is \$1 and are all identical.

SMALL GROUP RECORD SHEET CODING SUGGESTIONS: Dinosaur Shop (Fill Orders)

**What to look for:** To what amount can the child count and produce objects?

**Sample Codes:** SO = Sorting by \_\_\_\_\_ (color, type)  
C# = Counting to \_\_\_\_\_ (number)  
1:1 = One to one correspondence  
P# = Produce to \_\_\_\_\_ (number)

**Trajectory Name:** Counter and Producer (10+)

**DAILY REVIEW QUESTIONS:**

- When there is a messy group of items to count, how do you keep track of which ones you’ve counted.
- In Dinosaur Shop, how do you remember when to stop counting?
- How did you know when Mr. Mixup made a mistake?
- How did you count the correct number of dinosaurs and dollar bills in Dinosaur Shop?
- If two dinosaurs cost two dollars, how much would three dinosaurs cost?

**HANDS ON CENTER:**

- Places Scenes
- X-Ray Vision 1
- Dinosaur Shop (Fill Orders)

**COMPUTER ACTIVITIES:**

- Dinosaur Shop 2
- Pizza Pizzazz 3

BB games are to be updated weekly. Preview games for your own understanding of the activities. Computer games can be another area to differentiate for students requiring additional support.

**MATH THROUGHOUT THE YEAR:**

- Counting Wand (Counting Up)
- Dinosaur Shop (Dramatic Play)

**PLANNING AHEAD:**

- You will need 1-10 Counting Cards for the small group activity X-Ray Vision 1 (again).
- You will need 1-10 Numeral Cards (numerals only, no ten frame), circular counters, and a dark cloth or cover for How Many Now (Hidden).