Lesson 14

Objective: Count to 8 from left to right with fingers.

Suggested Lesson Structure

- Fluency Practice (6 minutes)
- Application Problem (3 minutes)
- Concept Development (13 minutes)
- Student Debrief (3 minutes)

Total Time (25 minutes)

Fluency Practice (6 minutes)

- Change of Pace Counting to 8 PK.CC.1 (2 minutes)
- Use 1 More to Make a Tower of 8 PK.CC.3c (4 minutes)

Change of Pace Counting to 8 (2 minutes)

Materials: (T) 8 small paper plates

Note: By changing the pace of the counting, students start to retain the number words for longer periods of time, helping them to remember what 1 more is, which lays the foundation for counting on in Grade 1.

T: Let’s set the table for 8 people. Only say the number when the plate touches the carpet. (Hover the first plate over the “table.” There might be some false starts that make everyone laugh.)

S: 1.

T: (Place the second and third plates quickly.)

S: 2, 3.

T: (Pause before placing the fourth and fifth plates quickly. Again, there might be laughter and false starts.)

S: 4, 5.

T: (Pause before placing the sixth, seventh, and eighth plates quickly. If students have lost track, simply start at 1, and build up again without replacing the plates.)

S: 6, 7, 8.
Use 1 More to Make a Tower of 8 (4 minutes)

Materials: (S) 8 loose linking cubes (5 of one color, 3 of another color)

Note: Moving forward from Lesson 13, this fluency activity focuses on 1 more, again with the teacher observing more than directing. For example, the fluency does not direct students to make 2 towers of distinct colors. Rather, observe what they do independently. Also, the student language piece is omitted to allow for listening to what students say as they build their tower.

T: Open your bags, and take out 1 cube to start your tower.
T: Take out 1 more cube. Put 1 more cube on your tower.
T: Take out 1 more cube. Add 1 more cube to your tower.

Continue the process until the tower reaches a height of 8 cubes. Have students compare their towers.

Application Problem (3 minutes)

Materials: (S) Per pair: Problem Set, 1 blue and 1 orange crayon

Give each student a Problem Set with two nests drawn on it. Say, “5 eggs are in a nest. Use your blue crayon to draw a line of 5 eggs in one nest.” (Pause.) “There are 3 more eggs in another nest. Use your orange crayon to draw the 3 eggs in the other nest.” (Pause.) “Count how many eggs are in the two nests.”

Note: The link between drawing and math is important to instill in students from the beginning of their formal math learning. Simple drawings are often the best choice for communicating a mathematical idea. Encourage students to use a circle, line, or smiley face to draw each chick. These drawings help students connect the number composition and decomposition from Modules 1 and 3 to addition and subtraction stories in Module 5.
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Concept Development (13 minutes)

Part 1: Concept Introduction

1. The teacher pretends that all of his or her fingers are chicks by waving hands and wiggling fingers. Then, show students all the chicks in eggs in nests (two fists on a surface).
2. Demonstrate the first 5 chicks hatching, starting with the pinky, without pausing (left to right starting from the pinky and moving to the thumb of the left hand). Have the children count the chicks as they emerge, “1, 2, 3, 4, 5.”
3. Say, “There are more chicks waiting to hatch in this nest! (Shake the right fist.) Three of them hatch.” Have 3 more chicks hatch by showing the thumb, index finger, and middle finger of the right hand.
4. Say, “Let’s count how many chicks have hatched. To support a precise count, the teacher lifts his or her fingers off the surface and then drops them as students count, “1, 2, 3, 4, 5, 6, 7, 8.”
5. Have the children show their nests and their chicks. Have them put all the chicks in eggs in the two nests (two fists), and then count 8 chicks hatching, starting with the pinky.
6. Ask them how many chicks are waiting to hatch.

Part 2: Practice

Materials: (S) Problem Set, crayons

Send students to prepared tables.

1. Have students make their fists on top of the nests of the Problem Set. Tell them, “Eight chicks hatch, one at a time.” Have them count from left to right as they show each finger.
2. Have students draw to show each chick that hatched. (Demonstrate one possible way of showing this.)
3. Ask questions while circulating. “How many chicks hatched?” “How many are still in their eggs?” “How many chicks hatched from this nest? This one?” “Which chick hatched first? Which was the last?”
4. Ask the children to show their partners two ways to count the chicks who came out, by touching and counting using their picture and by counting on their fingers.
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Lesson Objective: Count to 8 from left to right with fingers.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- Show me your two nests. (Students show two fists.) Show me all the chicks. (Students show all their fingers.) On your fingers, show me the chicks that hatched.
- (Display a completed Problem Set while children continue to show 8 fingers.) How is your picture of the chicks who hatched like the 8 fingers you are showing?
- What is different about counting on your fingers to 5 from counting to 8? What is different about counting to 7 from counting to 8?

CENTER CONNECTION:
In the sensory center, provide opportunities for students to practice moving 8 fingers through a variety of materials (e.g., sand, oatmeal, shaving cream, finger paint). Use the nest context as a starting point, but invite children to make up other stories about their 8 fingers and the 8 paths that they create. This activity helps build fine motor muscles needed for counting the Math Way.
Draw 8 eggs. Draw lines to show the 8 chicks standing.