Lesson 25

Objective: Represent numbers 1–5 using objects, pictures, and numerals.

Suggested Lesson Structure

- Fluency Practice (4 minutes)
- Concept Development (16 minutes)
- Student Debrief (5 minutes)
- Total Time (25 minutes)

Fluency Practice (4 minutes)

- Counting Ice Cubes to 5 PK.CC.2, PK.CC.3 (4 minutes)

Counting Ice Cubes to 5 (4 minutes)

Materials: (S) 5 linking cubes, cups mat (Fluency Template) or plastic cups with numerals 1–5 written on them

Note: This activity helps students maintain the skill of counting and matching a group of objects to a numeral within the context of play.

Distribute mats and give students a moment to notice what is different about the ice cubes activity today (they will now match their cubes to numerals). Acknowledge students’ growth, and invite them to celebrate with silent applause before starting the counting exercise.

Conduct the activity as in Lesson 14, but now have students place the “ice cubes” on the picture of the cup that corresponds to the number of cubes.

Concept Development (16 minutes)

Part 1: Concept Introduction

Materials: (T) 3 trays, easel (if possible, for demonstration), piece of chart paper, sample number book, manipulatives (e.g., straws, puffballs), pre-cut magazine pictures and shapes (or cutouts 1–5, Template), 1-inch strips of construction paper (to create 5-groups), various art supplies (e.g., scissors, glue, glue sticks, dot painters, crayons, stickers)
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Gather materials on the carpet. On the first tray, place various manipulatives. On the second tray, place empty 5-group strips and pre-cut magazine pictures, shapes, or cutouts 1–5 template. On the third tray, place various art supplies, as noted in the materials.

1. Tell students, “We are going to make a number book to celebrate how much we know about 1, 2, 3, 4, and 5.” Show students a sample book, and briefly explain materials.

2. Turn to the 1 page, displaying it on the easel. Describe the page using self-talk, e.g., “Look, I see the number 1 at the top. I drew 1 red circle to match the number. Then, I glued a picture of 1 bumblebee, (counting) 1.”

3. Ask students, “What can I add to my page to show 1?” Add suggestions, such as gluing 1 puffball.

4. Tell students, “Now, let’s make a giant 2 page together.” (Use chart paper.) Encourage students to think of different ways to show the number 2.

5. Invite students to come forward to share ideas, adding them to the class page (e.g., “I can trace my two fingers.”)

Part 2: Practice

Materials: (S) Per student: 5 sheets of 8.5” × 11” colored construction paper with numbers 1–5 written in the upper right hand corner; per table: caddy with art supplies

Send students to tables to make their own books. Have supplies ready on each table. Start all students with the number 1.

1. As students work, circulate and describe what they are doing using parallel talk, e.g., “Andrew is drawing 1 car on his paper to match the car he plays with in our classroom,” or “Ian is showing 1 on his paper strip with the green dot painters.”

2. Circulate and ask how the number is shown. Record the dictation on the page. For example, write, “I drew a monster with 1 nose, 1 mouth, and 1 eye.”

3. Children will work at different rates. As each child finishes one page, write his or her name on the back of the page, and set it aside. Then provide the next numeral page for the child to continue working.

4. Call students to the carpet with the page they are currently working on, in preparation for the Student Debrief.

Note: Students will continue to work on their number books in the next lesson.
Lesson 25

Student Debrief (5 minutes)

Lesson Objective: Represent numbers 1–5 using objects, pictures, and numerals.

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

- What are some of the ways you can show 3? (Ask students to share their pages. Focus on the quantities 1–3.)
- Turn to your partner and share the last page you were working on. How did you show the number? How did your partner show the number? What is different about your pages?
- (Guide partners to compliment each other’s work.) Finish this thought, “I like the way you….”
- Tell your partner one more way that she can show the number on her page. What might she add to her book tomorrow?

CENTER CONNECTION:

In the art center, encourage students to create art works that represent a specific number (e.g., a picture of the four people in a family). They can use these art works in their number books. This is also an opportunity to set up a center station where students can find and cut out pictures representing a number from 1 to 5 from child-appropriate magazines.
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cups mat
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cutouts 1–5