Lesson 12

Objective: Match the numerals 1, 2, and 3 to quantities.

Suggested Lesson Structure

- Fluency Practice (4 minutes)
- Application Problem (2 minutes)
- Concept Development (15 minutes)
- Student Debrief (4 minutes)
- Total Time (25 minutes)

Fluency Practice (4 minutes)

- Show Me Fingers PK.CC.3 (1 minute)
- Peek-a-Boo Counting PK.CC.3b (2 minutes)
- 1, 2, 3, Look at Me PK.CC.1 (1 minute)

Show Me Fingers (1 minute)

Note: In future lessons, students are taught how to count on fingers moving from left to right to set the foundation for subitizing five and for the number line. For now, allow them to show fingers in any way that is comfortable for them (see Lesson 9).

T: I’m going to say a number, and I want you to show me that many fingers. Listen for the number. Ready? Show me 1 finger.

S: (Hold up 1 finger.)

T: Ooh, I see Ixchel is showing me her thumb; that’s 1 finger. Very good, Ixchel. I see Starney is showing me his pointer finger; that’s still 1 finger. Very good, Starney. Listen for the next number everyone… Ready? Show me 2 fingers.

Peek-a-Boo Counting (2 minutes)

Materials: (T) 3 large objects (e.g., book, banana, and teddy bear), 2 manila file folders with ends stapled together to form a screen

Note: In this activity, students develop the ability to visualize a quantity and strengthen their memory to answer how many questions to 3. Students are encouraged to subitize but are given wait time so that those who wish to count may do so.

T: (Prior to beginning the activity, have 1 object placed on a desk or table behind the screen.) Peek-a-Boo! (Raise and lower the screen.) Peek-a-Boo! (Again.) There is something behind this screen. Did you see it? (Lift and replace the screen.)
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T: How many things did you see?
S: 1.
See full description in Lesson 10.

1, 2, 3, Look At Me (1 minute)
Note: Once students demonstrate mastery of rote counting up to 3, they can strengthen their understanding of the sequence in this activity by counting down from 3.
See full description of activity in Lesson 9.

T: 1, 2, 3, look at me. (Make a silly movement.)
T/S: 3, 2, 1, let’s have some fun! (Mimic silly movement.)

Application Problem (2 minutes)

Materials: (T) 1 flower, 2 bees, 3 bluebirds (Template 1, cut out)
Give each object to a child and have them stand in front of the group. Teach students the following rhyme.

One little flower, 2 little bees,
3 little bluebirds in a tree.
Nice warm sun shines down on me.
I can count! 1, 2, 3.

Ask questions such as, “How many flowers are there?” “How many bees?” “How many bluebirds?”

Note: The Application Problem reviews counting up to 3 in preparation for matching numerals to quantities in Concept Development. This rhyme will extend through Modules 1 and 3 until the class has created the charts pictured to the right.

Concept Development (15 minutes)

Part 1: Concept Introduction

Materials: (T) Set of small magnetic numerals 1, 2, 3; set of large numerals 1, 2, 3; pre-sorted sets of 1, 2, and 3 magnetic objects (e.g., 1 flower, 2 bees, 3 bluebirds from Template 1); large white board and marker (S) Baggie containing 1, 2, or 3 objects

Note: In Topic E, numbers 4 and 5 will be added to this chart. Select a white board that can be used for this purpose for several days and leave space on the right side for the additions. Alternatively, use chart paper and objects and numerals with tape on the back. In Module 3, a similar chart will be created for numbers 6–10.
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NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Provide an opportunity for the students to practice with the numerals 1, 2, and 3 throughout the day. This repeated practice will help the students connect the numerals to their quantities.

1. Make three vertical columns on the white board. Place 1 flower in the first column. Ask students, “How many flowers are there?” Lead them to respond, “There is 1 flower.”

2. Place the numeral 1 below the flower. Tell students, “This is the number 1.” Students repeat statement. Repeat the process for the numerals 2 and 3, with 2 bees and 3 bluebirds.

3. Take the numerals off the board and give them to three students.

4. Instruct the student with the number 1 to hold it up. Ask students, “Which group has 1 object?” Instruct the student to affix it under the flower. Repeat with the numerals 2 and 3.

5. Display a large number 1, 2, and 3 in different areas of the classroom.

6. Pass out baggies, one to each student, containing either 1, 2, or 3 objects. Tell students to move to the number that matches the number of objects in their baggie.

7. Once all students are standing by a number, have them check to see if everyone in their area has the same number of objects. Guide all the students at number 1 to clap once, all the students at number 2 to clap twice, and all the students at number 3 to clap three times.

Part 2: Partner Practice (7 minutes)

Materials: (S) Per pair: numeral cards (Template 2 cut apart); baggies containing 1, 2, or 3 objects or a dot card (Lesson 10 Template 3)

1. Match students with a partner and tell them, “Let’s play a game! One of you will be the teacher, and one of you will be the student.”

2. Say, “Teachers, pick a bag and ask your student how many things are in the bag.”

3. Say, “Students, count the number of things in the teacher’s bag. Then, find the number that shows how many you counted.”

4. Students switch roles, repeating Steps 2 and 3.

5. Circulate among groups and help students correctly match quantities to numerals. Show students how to use the dots on the back of the numeral cards to check their work.
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Student Debrief (4 minutes)

Lesson Objective: Match the numerals 1, 2, and 3 to quantities.

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 (number).

- What did we do today?
- (Hold up the dot card that shows 2. Display foam numerals on carpet.) Which number matches these dots?
- (Write the numeral 1 on the board or hold up a foam numeral 1). Look at this number. How many is this? Show me on your fingers. (Continue with the numerals 2 and 3.)

Center Connection:

Invite children to bring their numeral cards to centers today. They can count up to 3 objects and match the corresponding numeral card. Remind them to use the dots on the back to check their work.
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1 flower, 2 bees, 3 bluebirds
To create numeral cards:

1. Print
2. Fold lengthwise so the outline on the numeral side matches the outline on the dot side.
3. While the paper is folded, cut out individual cards. Do not cut along the fold!
4. Laminate with cards still folded so that numeral and dots match.

Only 1–3 are needed for this lesson. Set aside other cards for use in future lessons.
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