LESSON 4

Objective

Count forward from 0 to 5 and backward from 5 to 0.

Common Core State Standards

- **K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.4c** Understand that each successive number name refers to a quantity that is one larger.

Counting and Cardinality

Counting to 5 and Back

Counting is the foundation for children's early work with numbers. Young children can associate number words with small collections of objects and gradually learn to count and keep track of objects in larger groups. They can establish one-to-one correspondence by moving, touching, or pointing to objects as they say number words. Children should learn that the next whole number in the counting sequence is one more than the previous number, and that the last number named represents the last object as well as the total number of objects.

Try It! *Perform the Try It! activity on the next page.*

Talk About It

Discuss the Try It! activity.

- Have children talk about the process of counting from 0 to 5 and back.
- **Say:** *Let's count forward from 0 to 5.* **Ask:** *What number comes after 0? What number comes next?* Continue this line of questioning until all children have repeated the counting-forward sequence.
- **Say:** *Now let's count backward from 5 to 0.* **Ask:** *What number comes before 5? What number comes before 4?* Continue this line of questioning until all children have repeated the counting-backward sequence.

Solve It

With children, reread the problem. Invite them to draw a picture of the reading corner in James's classroom. Have them draw 5 reading mats and label them with the numbers 1–5, counting as they go.

More Ideas

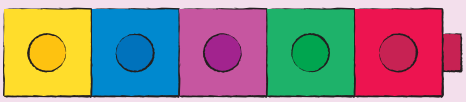
For other ways to teach about counting to 5 and back—

- Have children draw circles (or trace around circle Attribute Blocks) on a sheet of paper and number the circles 1–5 to represent the buttons in an elevator. Partners can take turns pressing one of the "elevator buttons" and counting forward to that number to "ride" the elevator up, then counting backward to ride down.
- Have children use three to five 1" Color Cubes to create a simple building. Then have children count the number of cubes used forward and backward.

Formative Assessment

Have children try the following problem.

Count the cubes, starting with 1. How many cubes in all?



Try It! 15 minutes | Pairs

Here is a problem that involves counting to 5 and back.

Today is James's day to put down and pick up the mats in the reading corner. There are 5 children in James's reading group. James will count forward as he puts the mats in the reading corner and count backward as he picks up the mats. Can you help James count forward to 5 and back?

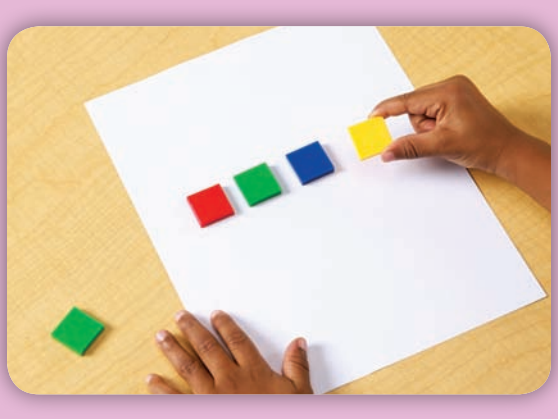
Introduce the problem. Then have children do the activity to solve the problem.

Give 5 Color Tiles to each pair of children. While displaying a tile, **say:** *Let's pretend that one of these tiles is a mat for the reading corner. The sheet of paper is the reading corner. We will place one tile on the sheet of paper for each child in James's reading group.*

Materials

- Color Tiles (5 per pair)
- paper (1 sheet per pair)

1. To begin, ask children to make a circle shape with their hands. Tell children to say "zero" to show that there are no tiles on the paper.



2. Have children say "one" as they place a tile on the paper. Then have them place the other tiles on the paper one at a time as they count: two . . . three . . . four . . . five. When children get to 5, tell them to stand up, hold up their hands, and shout "Five!"

3. Now have children take the tiles off the paper one at a time as they count backward: five . . . four . . . three . . . two . . . one . . . zero. When children get to 0, ask them to stand up, hold up their hands, and shout "Blastoff!"

⚠ Look Out!

Emphasize that zero means "empty" or "none." But don't expect children to understand zero right away. Out of context, it is difficult for children to think of zero as a number, but as the initial or final part of a counting-up or counting-down sequence, the idea of zero as a number makes more sense to children.

Answer Key

1.

4

2.

4

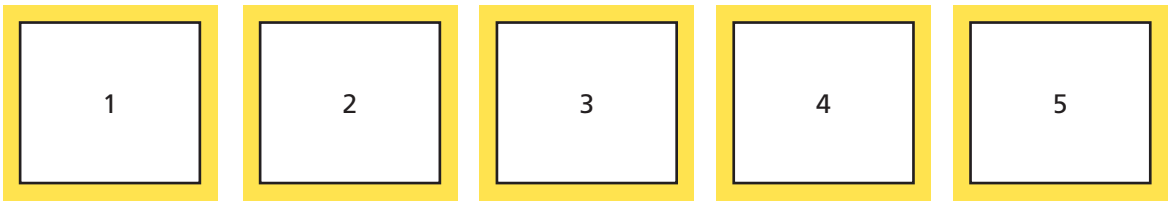
5

Directions

1. Count the tiles. Write the number of tiles. **2.** Count the tiles in each row. Write the number for each row. Which row has more tiles? How do you know?

Answer Key

Check children's work.



Challenge

Draw 5 boxes in a row. Count the boxes by writing the number under each.

Name _____

1. 

_____

2. 

_____ _____

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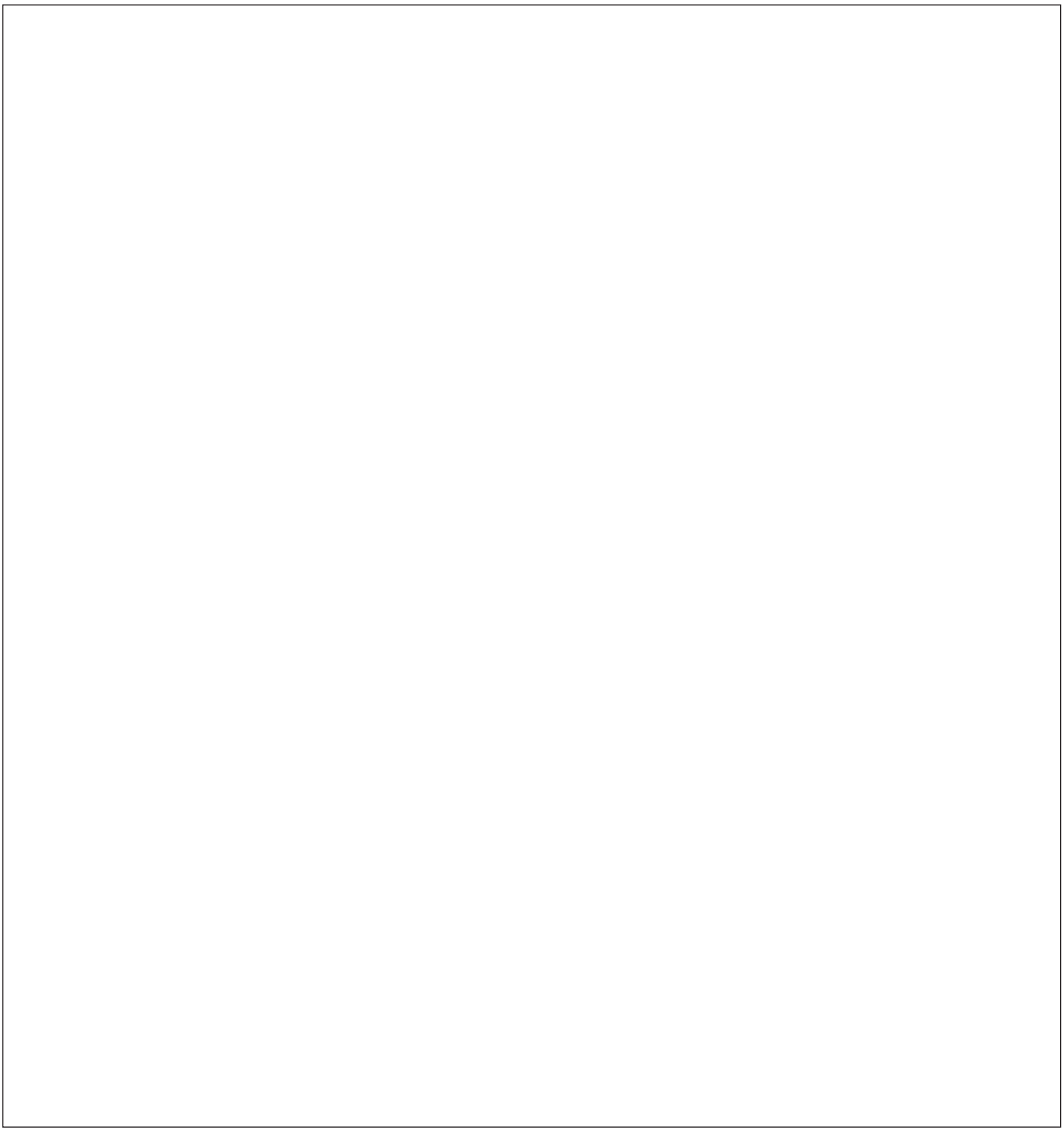
Name _____



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