LESSON 5

Objective

Identify a number for a group of 6 to 10 objects.

Common Core State Standards

- **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **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.
- **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Compare numbers.

Counting and Cardinality

Groups of 6 to 10

A key to mathematical understanding for young children is making the link between the concrete and the abstract—between physical models and written symbols. In this activity, children will represent numbers 6 to 10 by grouping objects and identifying the corresponding numerals.

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

Talk About It

Discuss the Try It! activity.

- Have groups talk about their Frog Zoos. Hold up a Number Card (BLM 2). **Ask:** *How many frogs would you put in this cage?* **Say:** *Say the number. Now show me with your fingers.* Repeat for all numbers.
- Stress the words *most* and *fewest.* **Say:** *Point to the cage with the most frogs.* **Ask:** *How do you know it has the most frogs?* **Say:** *Point to the cage with the fewest frogs.* **Ask:** *How do you know it has the fewest frogs?*
- Point to a cage and hold up the Number Card. **Ask:** *What if I took one frog out of this cage? How many frogs would be left? How many would there be if I put one more in this cage?*

Solve It

With children, reread the problem. Then have children draw a picture showing 5 Frog Zoos, labeled 6 to 10. Have them draw the appropriate number of frogs in each zoo.

More Ideas

For other ways to teach about identifying and representing numbers—

- Display a Number Card (BLM 2) and have children count out a group of Snap Cubes®, Link 'N' Learn® Links, Three Bear Family® Counters, or other small items to match the number.
- Write the numbers 6, 7, 8, 9, and 10 in order on the board. Have children build Snap Cube towers to match the numbers. Then have them push their towers together to recreate a city skyline! Point out how the towers in the skyline get taller from left to right.

Formative Assessment

Have children try the following problem.

Count the stars. Write that number.

Try It! 30 minutes | Groups of 5

Here is a problem about identifying, reading, and representing numbers.

Tara's class is putting Frog Counters in cages to make a Frog Zoo. Each cage has a number on it to tell how many frogs to put in the cage. How will Tara know if she put the correct number of frogs in each cage?

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

Give Frog Counters, paper, crayons, and Number Card (BLM 2; Cards 6–10) to each group of children.

Materials

- Frog Counters (1 set per group)
- Number Cards (BLM 2; 1 set of Cards 6–10 per group)
- half-sheets of paper (5 per group)
- crayons (at least 4 per group)

1. Invite members of the group to create a "Frog Zoo" that has 5 "cages" (half-sheets of paper), each containing from 6 to 10 frogs. (One cage should have 6 frogs, one cage should have 7 frogs, and so on.)

2. Have group members count the frogs in each cage to verify that they contain only 6, 7, 8, 9, or 10 frogs.

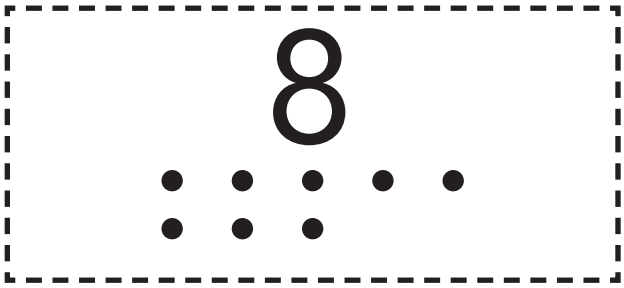
3. Have children find the number card that matches each cage. Extend the activity to include all the number cards.

⚠ Look Out!

Watch for children who cannot create a group for a specific number. Have them count forward from 1 as they touch each item.

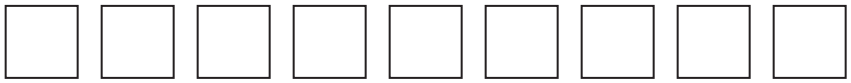
Answer Key

1.



Check children's work.

2.



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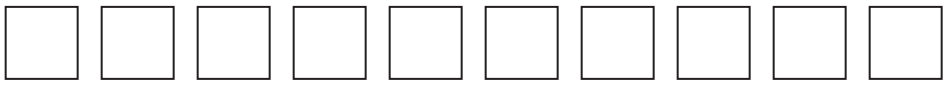

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Directions

1. A spider has 8 legs. Draw a spider with 8 legs. **2.** Count the boxes in each row. Write the number. Which row has more boxes? How do you know?

Answer Key

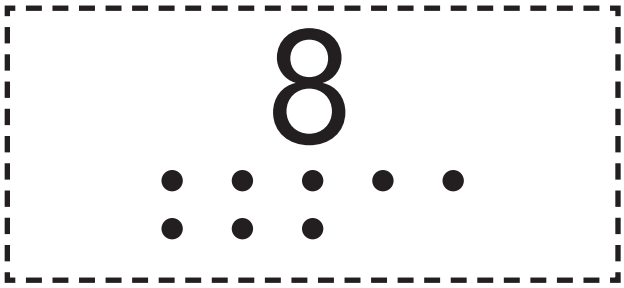
Check children's work.

Challenge

Turn your paper sideways. Draw 7 flowers in a row. Count the flowers by writing the number under each.

Name _____

1.



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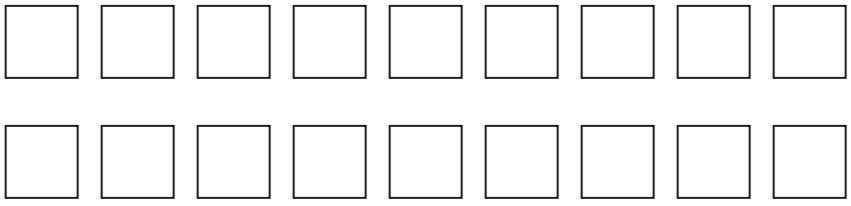

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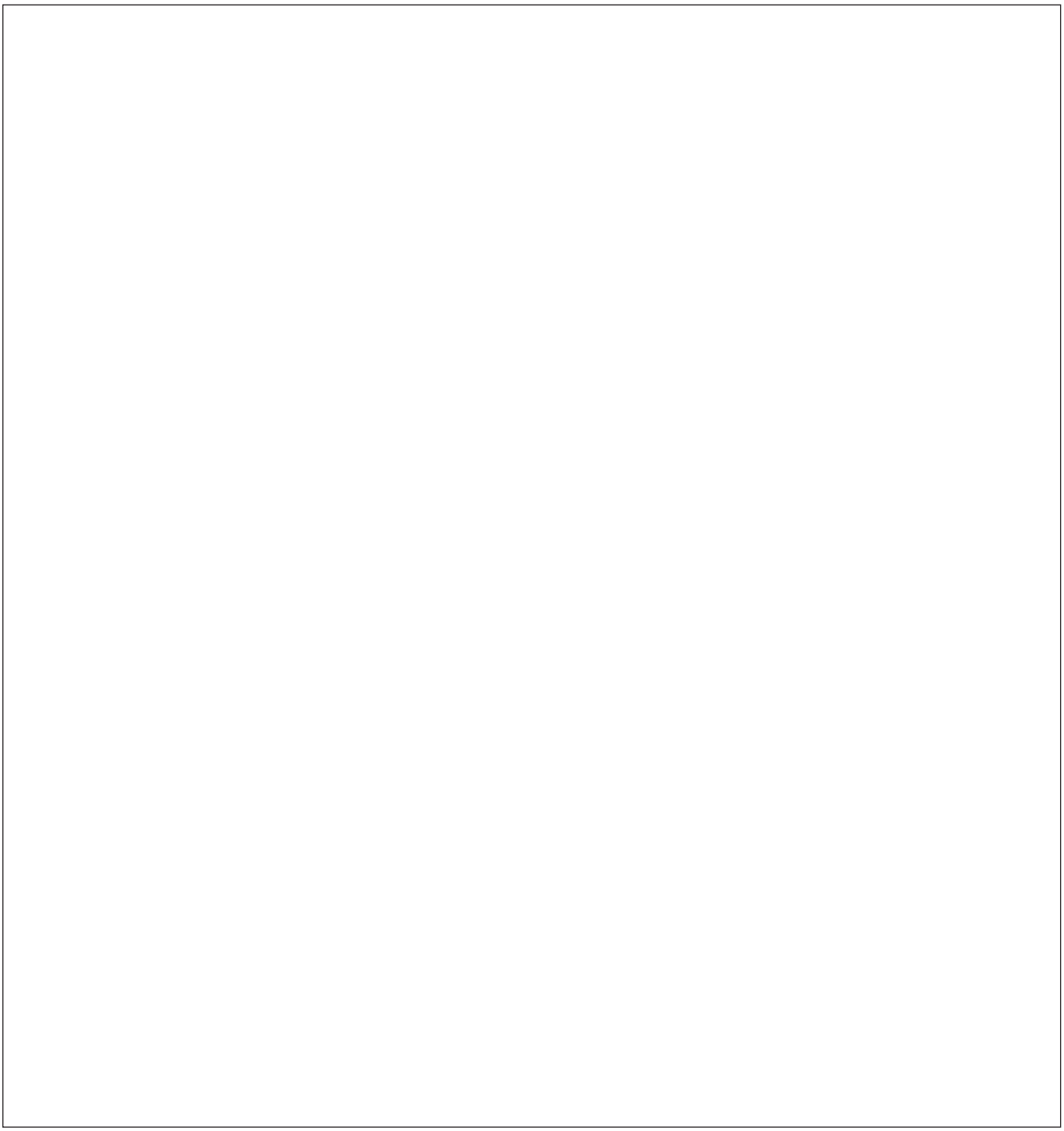

Challenge

Turn your paper sideways. Draw 7 flowers in a row. Count the flowers by writing the number under each.

Name _____

0	
1	2
3	4
5	6 
7 	8 
9	10

Name _____

11	12
13	14
15	16
17	18
19	20