

How Many Are There?



Activity: The children will count the items at each station and note on the chart whether or not there are 31 items.

Objective

Children will practice counting up through 31.

V. Mathematical Thinking

V.A.2. Counts and Identifies the number sequence “1-31”

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Before You Begin the Lesson:

1. Keep in mind that most children should know how to count up through 31. This lesson will reveal if a child is able to do so, or if they need additional practice/assistance.
2. For each station, create a chart out of poster board that has the title of the station and two columns: one titled “31” and one titled “NOT 31.”
3. Provide a tool such as tape or glue sticks for a the children to use to attach their individual name cards to the column of their choosing.
4. Set up 5 stations containing the following: chart/poster, children’s name cards and the specific number of items to be counted (e.g., 15 pencils, 24 plastic bugs, 31 cups).

Lesson:

1. Read *Russell the Sheep* by Rob Scotton, or a book that focuses on counting higher than ten, to the children as a review of counting so the children are prepared for the activity.
2. Practice counting to 31 as a group.
3. Have a **sample station** prepared to show the children what they will do at each of the 5 stations.
4. As a group, count the sample station items and discuss if there are “31” items or “NOT 31” items. Discuss and demonstrate how the children will place their name card on the sample chart
5. Explain to the class that there are 5 stations throughout the room that they will go as assigned. At each station, each child will indicate on the chart if there are “31” or “NOT 31” items by placing their name card on the chart in the appropriate column.

Materials Needed

“*Russell the Sheep*” by Rob Scotton, or a book that focuses on counting above ten
A variety of items for children to count (e.g., pencils, blocks, small plastic bears, cups)
Poster board for chart at each station
Name cards

Checking for Understanding

Children will demonstrate their understanding of the lesson by:
identifying if each station has “31” or “NOT 31”

Scaffolding

-When teaching students numbers up through 31, use this lesson as a teaching activity, rather than a practice activity. Go to each station as a small group and count the items. Then decide as a group, rather than individually, if there are 31 items or not 31 items.
-Name each group and make name card with the group name to use on the chart
-Use more than five stations to make this a more challenging activity.
-Include a number of items that total close to 31, but not quite (e.g., 25 counting bears, 27 cotton balls) as a more challenging activity.