

Maths 4U 1st Counting Pages 5 – 7

Start

Show ss some pictures for things – singular.

Prompt for students to repeat – This is a...

Show some pictures for the same items – this time plural form.

Prompt for students to repeat – These are...

T holds both pictures for the first item and says:

- **This is a...**
- **These are ...**
- **How many...?**

Write on the board some math phrases and get some students collecting things to illustrate.

- **1 pencil bag**
- **2 sandwiches**
- **3 sweaters**
- **Etc.**

During

Tell students to look at the **Take the challenge** picture and tell what item appears in it.

Stick a picture of a girl on the board and draw a few things like...

Maria {
has 1 pen.
has 2 candy.
has 3 balls.
has 4 dolls.
has 5 apples.

Ask ss to count the rings for each sentence and write.

Write the question on the board and tell students to underline the words "**How many rings / have**".

Model / explain what the words in bold above mean / prompt.

Tell students to count and write.

Write the number 1 on the board and get three ss to find and give you some items, e.g.

- **I have 1 book.**
- **I have 1 red colour.**
- **I have 1 pencil. (Count, 1.)**

Do the same with the other numbers – 1 – 5.

- I have two girls.
- I have two shoes.
- I have two candy.
(Count, 1, 2.)

Get students to count once for each total number – prompted above in parenthesis.

Tell students to colour and trace.

Monitor and make questions (randomly)...

- **How many frogs?**
- **How many worms?**
- **Etc.**

End

Stick on the board (scrambled) some papers with the words and numbers on page 7 written on them – one on each.

Invite a student to take the two papers that make the number 1 pair.

Stick these papers on the board again – this time in the order they appear on page 7.

Ss look and tell what animals they can see on page 7.

Invite some ss to count and tell how many of each animal there are.

T points at number 1 and says,

- **"This is number 1!"**
- **What animal shows 1?**

Ss work out the answer and draw a line to match.

Do the same with the other numbers.

Tell students to hold three colours in their hands:

- **red for big** – circle the word big in question 1 and put a tick next to the right group / animal.
- **blue for small** – circle the word small in question 2 and put a tick next to the right group / animal.
- **grey for grey** – circle the word grey in question 3 and put a tick next to the right group / animal.

Ss read the questions and write numbers.

Time for you to decide on the notes for ss to write. It could be:

Cross out the incorrect number.

To work with all the numbers, you can use pictures of monsters – stick them at the end of each sentence.

* This monster has 3 / 4 eyes.