Teach your class about the relationship between numbers and quantities with this lesson that has students use their counting skills to match a number of objects with their written value.

**Learning Objectives**

- Students will be able to understand the math concept that a given number of objects can be assigned only one number.

**Materials and preparation**

- Objects for counting, like buttons or small erasers
- Index cards with numbers between 2 and 20

**Introduction (5 minutes)**

- Gather students together and tell them that today they’re going to learn about counting.
- Show students the number cards and the objects they will use to count.

**Explicit Instruction/Teacher modeling (10 minutes)**

- Flip through the cards and have the students identify each number as you show them the card.
- As you lay down a card, read the number and count out the same number of objects and lay them next to the number card.
- Continue with the rest of the numbers and objects.
- Tell students that they will try this themselves.

**Beginning**

- Practice counting using songs, chants, or stories to provide exposure to the number sequence in English.

**Intermediate**

- Count aloud from 1-10 in English, having the students echo-count after you.
Guided Practice (10 minutes)

- Have students try the activity one at a time until you see that they have grasped the concept.
- Encourage students to try it even if they do not seem confident.
- Work alongside the students that need some help.
- Send students back to their tables to work independently by matching the numbers to objects.

EL

Beginning

- As a group, have students count out the same number of objects.
- Allow students to count in their home language (L1).

Intermediate

- Pair students with a partner to practice identifying the number card and counting out the corresponding number of objects.

Independent working time (10 minutes)

- Set up a work area for students with number cards and objects for counting.
- Allow students to experiment on their own.
- Rotate around the room to help struggling students.
- Appreciate students' efforts with positive comments.

EL

Beginning

- Gather together a small group of students to work in a teacher-led group.
- Practice identifying numbers by sight and then counting out items using one-to-one correspondence.

Intermediate

- Pair students with a partner to practice identifying numbers and counting out items.
- Provide students with a ten-frame to use when counting their items.

Related books and/or media

- ACTIVITY: Divvy it Up

Differentiation

Support:

- Focus on number identification and the development of fine motor skills with struggling students.

Enrichment:

- Use the same cards and objects to introduce addition and subtraction to advanced students.

Assessment (5 minutes)

- Observe your students as they work independently to see if they understand the lesson.
- Ask questions as they work to check if they have an understanding of the concept.

EL

Beginning

Get more lesson plans at https://www.education.com/lesson-plans/
• Assess student learning by asking students to point to the target number and count aloud to match their objects to the number.

Intermediate

• Circulate around the room and observe students at work. Assess if they are able to accurately count and match the objects to their target number.

Review and closing (5 minutes)

• Gather students back together and ask clarifying questions to solidify your class' understanding. Example: "How many buttons should be given to the number 9 card?"
• Review the lesson the next day or a few days later to check for absorption of material.

EL

Beginning

• Use a read-aloud to review the concept of matching a number to a group of objects.

Intermediate

• Invite the class to count aloud as a group using math manipulatives and number cards.