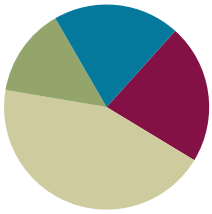
Lesson 13

Objective: Order and write numerals 0–3 to answer *how many* questions.

Related Topics: More Lesson Plans for the Common Core Math

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Concept Development	(22 minutes)
Application Problems	(7 minutes)
Student Debrief	(10 minutes)
Total Time	**(50 minutes)**



Fluency Practice (11 minutes)

- Rekenrek Roller Coaster **K.CC.4a** (4 minutes)
- Show Me Fingers to 5 **K.CC.5** (2 minutes)
- Hide and See **K.CC.4a** (5 minutes)

Rekenrek Roller Coaster (4 minutes)

Conduct activity as outlined in Lesson 7.

At this point in the module, consider introducing 6, either in the top row with the white bead, or on the bottom row with the red bead, and focus on the transition from 5 to 6. Guide students to realize that it is, in fact, a crucial transition by discussing what they notice about the representations of 5 and 6 on the Rekenrek (e.g., color change, or 5 on top, 1 more on the bottom).

Show Me Fingers to 5 (2 minutes)

Conduct activity as outlined in Lesson 2.

Change directions frequently, as before, but now include 0 (indicated with a closed fist) in the sequence.

Hide and See (5 minutes)

Conduct activity as outlined in Lesson 11, but with 3 as the total, including 0 as a part.

Variation: As students put the cubes together they can say the expressions.

Application Problem (7 minutes)

Johnny had two cookies in his lunchbox. He gave one to a friend and ate one himself. How many cookies does he have now?

Note: This application problem is reviewing the concept of 0 from Lesson 12 before continuing with number writing and counting to 3.

Concept Development (22 minutes)

Materials: (T) Cardboard picture frame (S) Personal white boards prepared with numeral writing insert

Preparation: Place 3 identical objects on a table.

T: Look around the room. Finish this riddle: We have exactly 1 _____ in our classroom. (Wait for student responses.) Finish this riddle: We have exactly 2 _____ on our bodies. How about this one? We have exactly 3 _____ on the table. (Discuss responses.)

T: Now that we have done some counting, let's practice writing those numerals. I know a little rhyme that will help us remember how to write the number 1. Echo me, please. "Top to bottom, then you're done…. You just wrote the number 1!" (Students echo.)

T: Now say the rhyme while I write the number. (Write the numeral inside a cardboard picture frame attached to the board.)

S: Top to bottom, then you're done, you just wrote the number 1!

T: Try it with me this time. Pointer fingers up!

S: Top to bottom, then you're done, you just wrote the number 1! (Writing the numeral 1 in the air with their pointer fingers while the teacher writes it in the frame on the board.)

T: Now let's rug write it. Pointer fingers on the rug!

S: Top to bottom, then you're done, you just wrote the number 1! (Writing the numeral 1 with their pointer fingers on the rug, or another surface that will provide tactile feedback.)

T: Repeat exercise for the numerals 2 and 3, using the following rhymes. "Half a moon, there's more to do;

NOTES ON MULTLIPLE MEANS for ACTION and EXPRESSION:

Some children may find it more beneficial to write their numbers on a cookie sheet with sand or salt on it. Writing on the rug is a fine idea for most students, but for those students who have visual discrimination they may not see the number as clearly as other students.

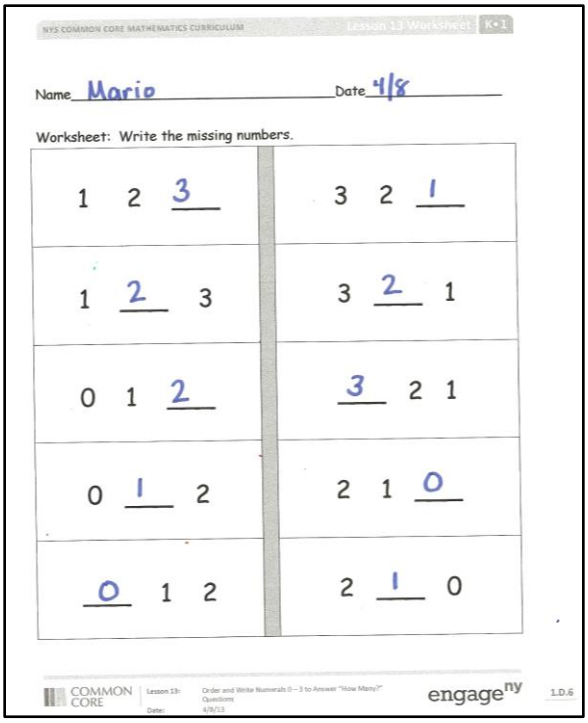
NOTES ON MULTIPLE MEANS for ACTION and EXPRESSIONE:

Have students who would benefit from tactile experiences trace sandpaper numerals.

slide to the right, now that's a 2!" "Backwards C, backwards C, and that is how you make a 3!"

T: You're ready to try it with your markers now!

Send students back to tables with personal boards prepared with the writing insert. Guide them through the process by having them first locate the dot, and finger tracing the numeral if necessary, then have them complete with marker. After students have had sufficient practice with their markers, direct them to remove the sheet from their personal boards, and write with pencil.



Problem Set (5 minutes)

Students should do their personal best to complete the Problem Set within the allotted 5 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Order and write numerals 0–3 to answer *how many* questions.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. You may choose to use any combination of the questions below to lead the discussion.

MP.3

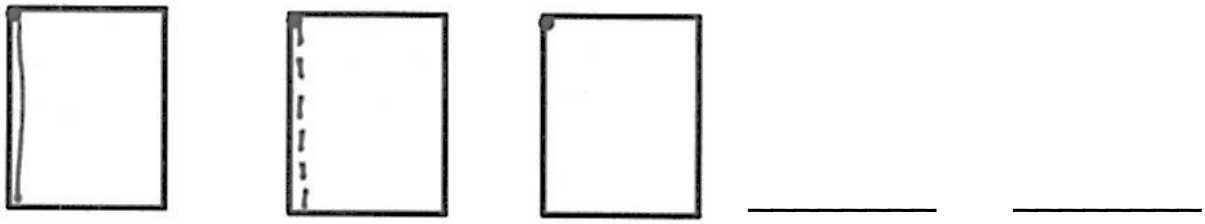
- What do you do when you need to find out how many? (Count.)
- What are some ways that you can tell or show how many? (Say the number, write the number, show how many fingers.)
- What could we tell someone by writing numbers? (How old I am, how many ears I have, how many ice cream scoops I want.)

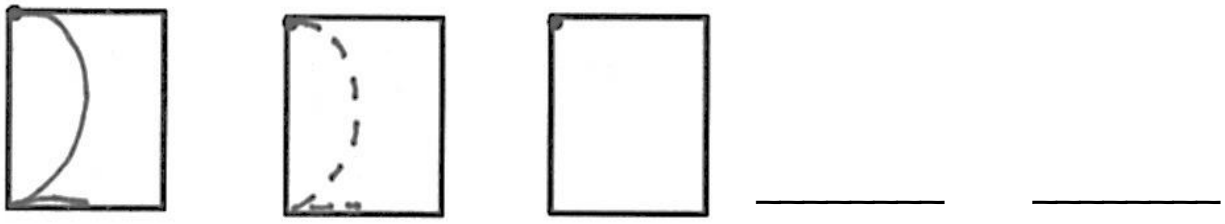
Exit Ticket (3 minutes)

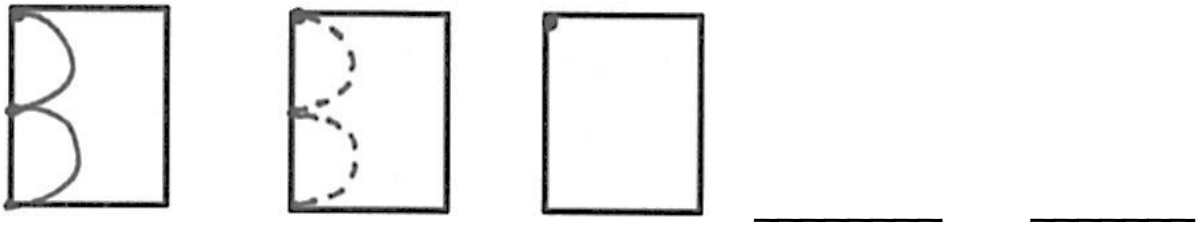
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

Name _____ Date _____

Insert this page into your personal white boards. Practice. When you are ready, write your numbers in pencil on the paper.





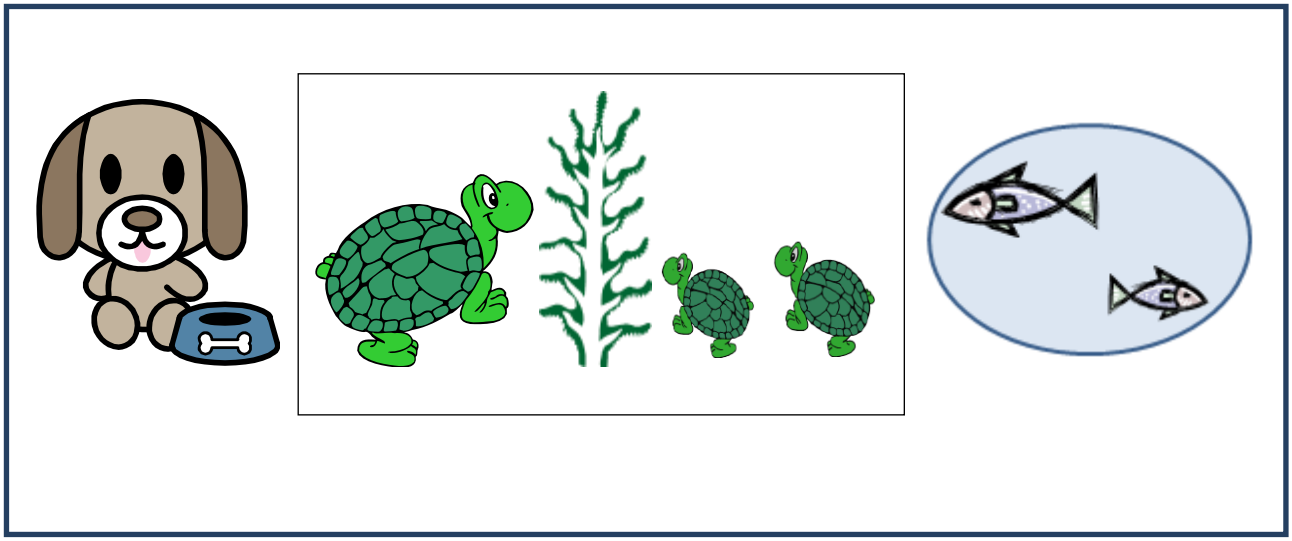


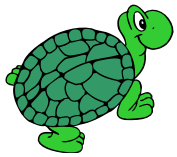
Name _____ Date _____

Write the missing numbers.

1 2 ___	3 2 ___
1 ___ 3	3 ___ 1
0 1 ___	___ 2 1
0 ___ 2	2 1 ___
___ 1 2	2 ___ 0

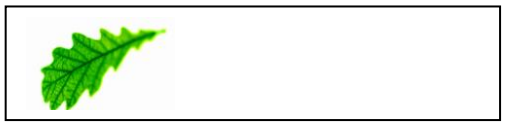
Count and write how many.





Name _____ Date _____

Count the objects. **Write how many.**



Fill in the missing numbers:

1, ____, 3

____, 1, 2

3, 2, ____

____, 1, 0

Name _____ Date _____

Draw  (two) things you see in your kitchen.

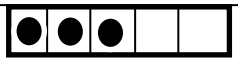
How many?

_____

Draw  (one) of your friends.

How many?

_____

Draw  (three) things you like to play with.

How many?

_____

How many pet monkeys  do you have? _____

Write the missing numbers:

3, 2, _____, _____

0, _____, _____, 3