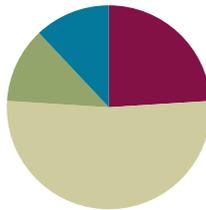


## Lesson 24

Objective: Count from 0 to 9 from left to right with fingers.

### Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
<b>Total Time</b>	<b>(25 minutes)</b>



### Fluency Practice (6 minutes)

- Change of Pace Counting from 0 to 9 **PK.CC.1** (2 minutes)
- Use “1 More” to Make a Tower of 9 **PK.CC.3c** (4 minutes)

### Change of Pace Counting from 0 to 9 (2 minutes)

Materials: (T) 9 small paper plates

Note: By using a change of pace, students start to retain the number words for longer periods of time, helping them to remember what is 1 more, which lays the foundation for *counting on* in Grade 1. If paper plates are unavailable, linking cubes are a good substitution and can be reused in the next fluency activity.

- T: Let’s set the table for 9 people today. (Perhaps place 2 rows of 4 plates with the last plate at the “head” of the table.) Only say the number when the plate touches the carpet. (Hover the first plate over the “table.”) How many plates are on the table now?
- S: Zero.
- T: (Place the first plate.) Now?
- S: 1.
- T: (Place the second and third plates quickly.)
- S: 2, 3.
- T: (Pause significantly before placing the fourth and fifth quickly. Again, there should be laughter and false starts.)

Continue changing the pace up to 9 plates.

### Use “1 More” to Make a Tower of 9 (4 minutes)

Materials: (S) 9 loose cubes with 5 of one color and 4 of another color

Note: Moving forward from Lesson 23, this fluency activity focuses on *1 more*, again observing more than directing. For example, the directions do not indicate to separate the colors. Rather, observe what students do.

T: Open your bags, and take out 0 cubes to start your tower.

T: Take out 1 cube. Use 1 cube to start your tower.

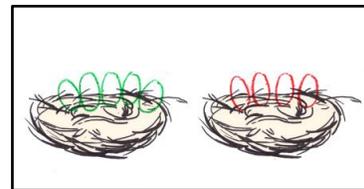
T: Take out 1 more cube. Add 1 more cube to your tower. How many cubes does your tower have now?

Continue the process until the tower reaches a height of 9 cubes. Have students compare their towers and notice the possible differences in their appearances.

### Application Problem (3 minutes)

Materials: (S) Problem Set, 1 green and 1 red crayon

Give each student a Problem Set with two nests drawn on it. Say, “5 eggs are in a nest. Use your green crayon to draw a line of 5 eggs in one nest.” (Pause.) “There are 4 more eggs in another nest. Use your red crayon to draw the 4 eggs in the other nest.” (Pause.) “Count how many eggs are in the two nests.”



Note: This is a repetition of almost the same context from Lesson 14 in Topic C. This repetition allows students to focus more on the number relationships. The crayon colors are changed from Lesson 14 so that students do not overly relate 5 with the color blue and the “extras” with the color orange.

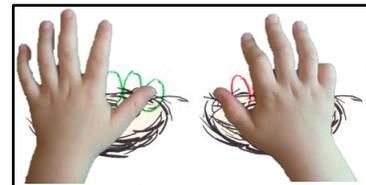
### Concept Development (13 minutes)

#### Part 1: Concept Introduction

Materials: (S) Problem Set from Application Problem

Note: Remember to demonstrate with the right hand first if standing or sitting in front of the children.

1. Say, “It’s almost spring, and all the baby chicks (wiggle fingers) are warm inside their eggs inside their nests (make 2 fists on a surface).”
2. Say, “When spring comes, the chicks in the green eggs hatch first and stand up. This one hatched first (raise left pinky).” Demonstrate the first 5 hatching and standing up, starting with the pinky (left to right starting from the pinky and moving to the thumb of the left hand). Have the children count the chicks as they emerge, “1, 2, 3, 4, 5.”



3. Say, “There are more chicks hatching in the nest with the red eggs! (Shake the right fist.) Four of them hatch and stand, starting with the shortest one!” Have 4 more chicks come out by showing the thumb, index finger, middle finger, and ring finger of the right hand.
4. Say, “Let’s count how many chicks have hatched.” To support a precise count, the teacher lifts fingers off the surface and drops them as students count, “1, 2, 3, 4, 5, 6, 7, 8, 9.”
5. Have the children show their nests and eggs. Have them pretend all the chicks are in the eggs in the nests again (2 fists), and then count 9 chicks hatching again, starting with the pinky.
6. Ask them how many eggs are still in their nests.

**Part 2: Practice**

Materials: (S) Problem Set, crayon

Send students to prepared tables.

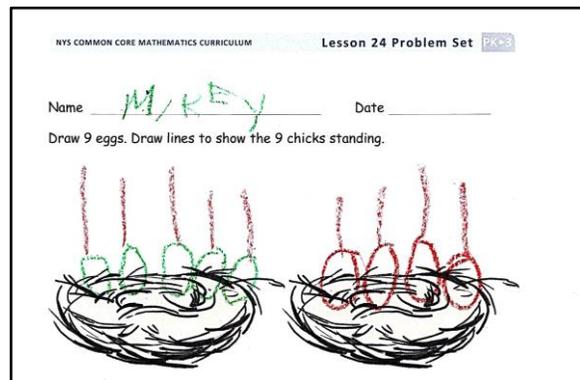
1. Have students make their fists on top of the nests of the Problem Set. Tell them, “Nine chicks (fingers) hatch and stand, one at a time. Let’s count them as they hatch!” Have them count from left to right as they show each finger.
2. Have students draw to show each chick that hatches. (Demonstrate one possible way of showing this by drawing a line from each egg.)
3. Ask questions while circulating, such as, “How many chicks hatched?” “How many are still in eggs?” “How many chicks hatched in this nest? This one?” “Which was the first chick to come out? Which was the last?”
4. Ask the children to show their partner two ways to count the chicks who hatched: by touching and counting using their picture and by counting on their fingers.

**MP.6**



**NOTES ON  
MULTIPLE MEANS  
OF ENGAGEMENT:**

Differentiate questioning by asking more challenging questions for students who are ready. For example, some students may be ready to answer the following questions: “If one more chick hatched, how many chicks would be in the nests?” “If five chicks hatch in this nest and three hatch in this nest, how many eggs are in the nests?”



**Student Debrief (3 minutes)**

**Lesson Objective:** Count from 0 to 9 from left to right with fingers.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- Show me your two nests. (Students show 2 fists.) Show me all the chicks. (Students show all their fingers.) On your fingers, show me the chicks that hatched today.
- (Display a completed Problem Set while children continue to show 9 fingers.) How is your picture of the chicks that hatched like the 9 fingers you are showing?
- Let's count to 8 using our fingers. Now, let's count to 9. What is different about counting to 8 and counting to 9?

**CENTER CONNECTION:**

In the sensory center, provide opportunities for students to practice moving 9 fingers through a variety of materials (e.g., sand, oatmeal, shaving cream, finger paint). Use the nest context as a starting point, but invite children to make up other stories about their 9 fingers and the 9 paths that they create (e.g., 9 bicycles riding in mud or 9 bugs in the earth).

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw 9 eggs. Draw lines to show the 9 chicks standing.



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Name \_\_\_\_\_

Date \_\_\_\_\_

Draw 9 eggs. Draw lines to show the 9 chicks standing.

