PK GRADE

Mathematics Curriculum

Topic H

# Matching One Numeral with up to 10 Objects

PK.CC.3ab, **PK.CC.4**

Focus Standards:	PK.CC.3	Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	PK.CC.4	Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.
Instructional Days:	8	
Coherence -Links to:	GK–M1	Numbers to 10
	GK–M5	Numbers 10–20 and Counting to 100

Topic H follows the instructional path laid out in Topics B, D, and F, with children matching groups of up to 10 objects to the numeral that tells *how many* (**PK.CC.4**). As in previous topics, the numerals are prewritten.

Lesson 35 introduces the numeral 10 as children practice decomposing and composing 10. As before, children use puzzles to understand that 10 can be broken into parts or made from parts. In Lesson 36, students manipulate dinosaurs between two locations at a dinosaur pre-school. Tallies are used to keep track of the number of dinosaurs in each place. This playful context provides children with additional practice exploring the idea that a number (6–10) can be decomposed in different ways.

In Lesson 37, children count groups of 10 puppies and flower petals in circular configurations and match the numeral that tells *how many*. They use pictures to practice this skill, for example, carefully marking each petal as they count to 10. Lesson 38 carries forward the context from Topic F wherein up to 10 seeds are arranged in varied configurations and the amounts matched to numerals (**PK.CC.3.b**). Then, in Lesson 39, students play bingo, matching a given numeral to different pictorial representations of the numbers 0–10 on their bingo boards.

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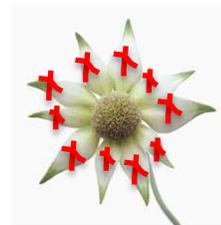
In Lesson 40, children return to being waiters in the Pollen Café, using tallies to record the number of orders from their customers. In Lesson 41, children synthesize their learning throughout the module as the Pollen Café comes to life with children acting out the roles of both waiters and chefs. The waiters communicate the number of orders to chefs using numerals. The chefs, in turn, prepare the correct numbers of flowers for the customers. The waiters count to verify the accuracy of the chefs' preparations (**PK.CC.4**).

The final lesson is a culminating experience in which children add to the number books they created in Module 1, matching numerals 0, 6, 7, 8, 9, and 10 to objects and pictures. After that, they create a library display of their books to share with the class and school community.

Topic H fluency activities focus on 10: Students count 10 jumps, 10 paper clips, towers of 10, or 10 in an array configuration. They also practice composing and decomposing 10. Children continue to count with the fingers on the left hand, then adding "some more" with the right hand.

A Teaching Sequence Toward Mastery of Matching One Numeral with up to 10 Objects

Objective 1: Compose 10, and decompose into two parts. Match to the numeral 10.
(Lesson 35)

Objective 2: Decompose numbers 6–10.
(Lesson 36)

Objective 3: Arrange and count 10 objects in circular configurations.
(Lesson 37)

Objective 4: Count up to 10 objects in varied configurations.
(Lessons 38–39)

Objective 5: Tally 10 objects.
(Lesson 40)

Objective 6: Look at a numeral and count out a group of up to 10 objects.
(Lesson 41)

Objective 7: Culminating Task—represent numbers 6–10 using objects, images, and numerals in a number book.
(Lesson 42)