

# How Many Are There?

# 31?

## **Suggested Group Size**

Whole Group; Small Group

## **Objective(s)**

Children will practice counting up through 31.

## **Activity**

The children will count the items at each station and note on the chart whether or not there are 31 items.

## **Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds**

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a. Number Sense**
      - **A.a.5.** Counts and knows the sequence of number names (spoken)
        - **A.a.5.b.** Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.

## **Materials**

- *Russell the Sheep* by Rob Scotton, or a book that focuses on counting above ten
- Variety of objects for children to count (e.g., pencils, pieces of cereal, blocks)
- Poster board for chart at each station
- Name card for each child at each station (See Name Card Template.)

## **Procedures**

### **Before You Begin the Lesson**

1. Keep in mind that most children should know how to count up through 31. This lesson will reveal if the child is able to do so, or if they need additional practice/assistance.
2. For each station, create a chart out of poster board that has the title of the station and two columns: one titled "31" and one titled "not 31." (See Sample Chart.)

## **Procedures (continued)**

### **Before You Begin the Lesson**

3. On each chart there should be two pieces of Velcro for each child in the class, one in the “31” column and one in the “not 31” column. When the child is at a station and counts the number of items, they will use their name card to indicate on the chart if there are 31 items, or not 31 items. (See Sample Chart.)
4. Create a name card for each child at each station. This can be any thing that Velcro can be put on the back of (e.g., laminate a card with the child’s name on it; one for each child). (See Sample Name Card Template.)
5. Set up three to five stations. At each station, there should be a number of the same items for the children to count (e.g., if they are counting pencils at one station, there should only be pencils for them to count). Be sure to make a distinct difference in the number of items at each station (e.g., using 10 of one item, 31 of another would be a distinct difference). Place a chart at each station, along with the name cards.

### **Lesson**

#### **Whole Group**

1. Read *Russell the Sheep* by Rob Scotton, or a book that focuses on counting higher than ten, to the children as a review of counting so the children are prepared for the activity.
2. Before beginning the activity practice counting to 31 out loud as a group.
3. Have a sample station prepared to show the children what they will be doing.
4. Count the sample items together as a class.
5. Use the sample chart to decide as a class whether there were 31 items or not 31 items counted. Mark the chart accordingly.
6. Explain to the class that there are stations throughout the room that they will go to in a small group; that they should take turns counting the items; and that they should indicate on the chart if they counted 31 items or not 31 items with their name card.

#### **Small Group**

1. Divide the children into several groups. Groups of four or five children are ideal. Throughout the week take one group a day around to the different stations set up in the classroom.
2. Allow each child count the objects at each station and indicate on the chart if they counted 31 items or not 31 items with their name card.
3. Be sure to listen and watch to be sure the children are counting correctly and assist when needed.
4. Repeat steps one through three until each group has had a day to go to each station and count the objects.
5. The day after the last group has visited each station, review how many objects were at each station by counting them as a class. Then review the charts to count how many children counted 31 objects and how many counted not 31 objects.

## **Adaptations**

- When teaching students numbers up through 31, use this lesson as a teaching activity, rather than a practice activity. Go to each station as a small group and count the items. Then decide as a group, rather than individually, if there are 31 items or not 31 items. Name each group and make name cards with the group name to use on the chart.
- Use more than five stations to make this a more challenging activity.
- Include a number of items that total close to 31, but not quite (e.g., 25 counting bears, 27 cotton balls) as a more challenging activity.

## **Extensions**

- Put items from each station in individual containers in the counting area for children to practice their counting. Include a chart for children to record their counting results.

## **Checking for Understanding**

Children will demonstrate their understanding of the lesson by:

- identifying if each station has 31 or not 31 items.

## **Related Standards for Four-Year-Olds**

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a. Number Sense**
      - **A.a.1.** Demonstrates understanding of one-to-one correspondence
        - **A.a.1.a.** Child demonstrates one-to-one correspondence when counting.
    - **A.f. Measurement**
      - **A.f.3.** Represents and analyzes data
        - **A.f.3.b.** Child works with teacher and small groups to represent mathematical relations in charts and graphs.
  - **B. Scientific Inquiry**
    - **B.a. Investigation and Inquiry**
      - **B.a.2.** Examines objects and makes comparisons

### Sample Chart

Counting Pencils	
31	Not 31
Johnny	•
•	Jane
•	Bob
Abby	•
•	•
•	•
•	•
•	•
•	•
•	•

\*Dot represents Velcro.

Sample Name Card

Amanda

Name Card Template
