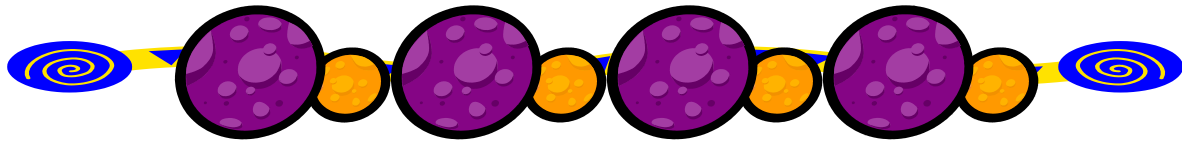


How Many Beads Are Left?



Suggested Group Size

Small Group

Objective

The children will remove objects from a set no larger than ten.

Activity

Children will remove beads from a set no larger than ten and tell how many are left on the string.

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

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.b. Number and Operations**
 - **A.b.2.** Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
 - **A.b.2.b.** Child removes objects from a set no larger than 10.

Materials

- Strings or shoelaces (one per child)
- Wooden beads (ten per child)
- Cards with numerals (e.g., 1 through 10)

Procedures

Before You Begin the Lesson

1. Use the *Florida Early Learning and Developmental Standards for Four-Year-Olds* to review the Targeted and Related Standards for Four-Year-Olds included in this lesson.
2. Review the following vocabulary terms or concepts:
 - **Subtract** – to remove or take objects away from a set.
 - **Numeral** – a symbol or set of symbols used to represent a number (e.g., the number *five* is represented by the symbol or numeral 5).
3. Prepare one string with ten beads for each child and the teacher.
4. Gather or create cards with the numerals 1 through 10 printed/written on them.

Procedures (continued)

How Many Beads Are Left? (Small group)

1. Place the stack of cards with numerals face down in front of the children.
2. Show the children your string with ten beads. Touch each bead as you count them aloud. When you are finished counting, you might say, "I have ten beads on my string. Now let's see how many beads I should remove from my string."
3. Draw a card from the top of the stack. As you hold up the card and show the numeral (e.g., 4) to the group, say its name (e.g., "four"). Count aloud as you remove the appropriate number of beads from your string.
4. Then ask the children, "How many beads are left on my string? Let's count the beads together." Touch each bead as you count aloud. When you are finished counting, you might say, "Yes, that's correct. I have six beads left on my string."
5. Pass out one string with ten beads to each child. Now ask the children to touch each bead as they count the beads on their string with you. Each child should have a total of ten beads on his/her string.
6. Choose a child to draw a card from the top of the stack. The child holds up the card and shows the numeral to the group. Say the name of the numeral on the card and ask the children to repeat it after you.
7. Ask the children to remove appropriate number of beads from their string. Check to be sure that each child removes the correct amount of beads.
8. Then ask the children, "How many beads are left on your string?" Let's count the beads together." Encourage the children to touch each bead as they count aloud. When the children are finished counting, you might say, "Yes, that's correct. You have ___ beads left on your string."
9. Ask the children to place the beads they just removed back on their string.
10. Repeat steps six through nine until each child has had a turn to draw a card from the deck and share it with the group.

Adaptations

- For children who may have difficulty counting up through ten, allow them to repeat each numeral name after you it.

Extensions

- Add related materials to classroom centers:
 - **Manipulatives:** Add a tub with wooden beads, strings, and numeral cards. Encourage the children to create a set no larger than ten, draw a numeral card and remove the appropriate number of beads, then determine how many beads are left on their string.
 - **Literacy:** Include a variety of books with subtraction related themes.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- removing the beads from a set no larger than ten and determining how many beads are left on their string.

Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **D. Fine Motor Development**
 - **D.1.** Demonstrates increasing control of small motor muscles to perform simple tasks
 - **D.2.** Uses eye-hand coordination to perform fine motor tasks
- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
- **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.a.4.** Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10