**Outcome N3: Relate a numeral, 1 to 10, to its respective quantity.**

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| **BBA-**  Name the number for a given set of objects **(one-to-one correspondence and stable order)** | **Concrete**  Ask the student to make of group of 10.   * one to one tagging * counting forward correctly |
| **BBB-**  Name the number for a given set of pictures **( one- to – one correspondence and stable order)** | **Illustration( Pictorial)**  Use dots cards   * One to one tagging * Counting forward correctly |
| **BBC-**  Name the number for a given set of objects **(cardinality)** | **Concrete material**  Ifyou ask the students to count an amount of blocks, the student has to realize that it is **the last number said.**  She counted 8 blocks. You ask her how many and she will there are 8 blocks without recounting. |
| **BBD-**  Name the number for a given set of objects **( order irrelevance)** | **Concrete material**  **The starting point and order of counting the objects does not affect the quantity.**  Show 7 blocks ( the first three are blue, the fourth is red and the rest are blue)  Ask students to start counting at the red block and tell you how many are in a set.   * Students should be able to tell how many even though they are starting the count at a different place. |
| **BBE**  Name the number for a given set of objects**(conservation)** | **Concrete material**  Arrange a set of linking cubes on the table. Student counts them.  **Rearrange them.** If you ask; How many are there?  **They should be able to tell you without counting them again.** |
| **BBF**  Name the number for a given set of objects(abstraction) | **Concrete material**  **1 to 1 correspondence**  Place 8 teddy bears in line. Place a counter on top of each teddy bear. Students should be able to tell you how many counters without re-counting. |
| **BBG**  Match numerals with their given pictorial representations ( numeral recognition) | **Illustration(Pictorial)**  Match dots on dominoes to numeral cards. |
| **BBH**  Create a set of objects, hold up fingers, make claps, etc., | **Action / Pictorial/ Concrete**  Show students a number and have them, do that many actions, or draw that many objects or use material such as stickers to represent that number. |
| **BBI**  Ask students to demonstrate an understanding of the quantity of zero (0) | **Action /Concrete/ Pictorial**  Counting Around the Circle.  Ask students to quickly go get you zero counters and ask them to hide it in their hands when they return to the circle. (Surprising how a few students will come back with something in their hand). |