

# Counting individual objects (one-to-one correspondence): Lesson 1 of 4

Numeracy: Number - Applying Learning

James



# For this lesson, you will need:

- Items to count from your house
- A number line
- Sensory or messy play



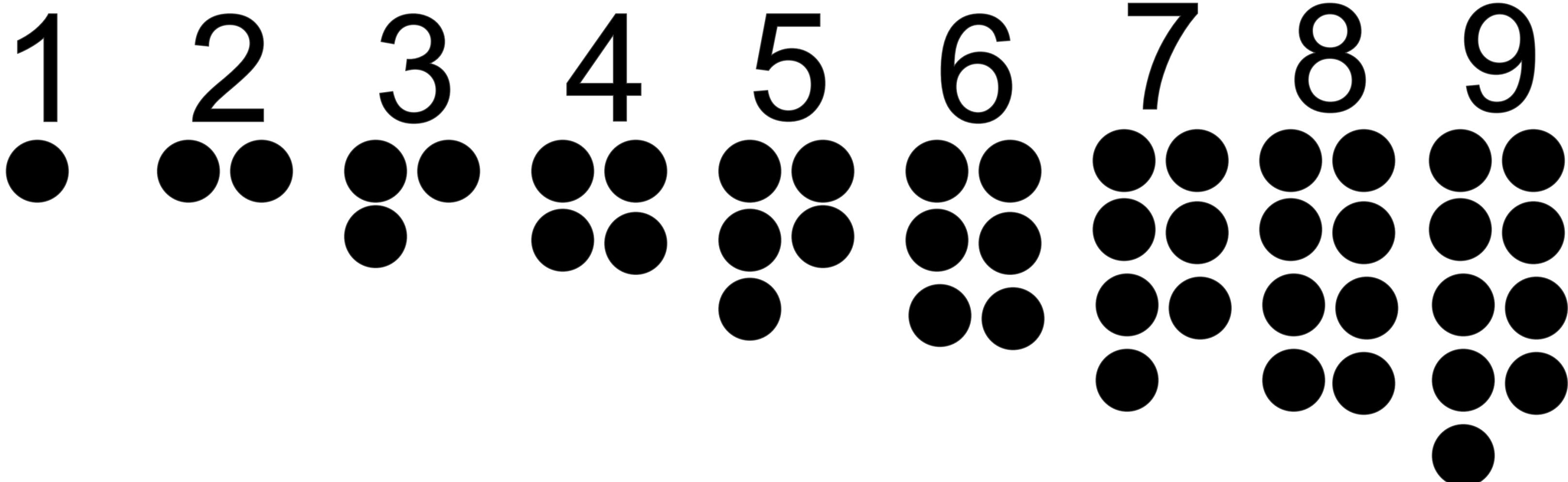
# Let's get ready

- Find a quiet space to work, away from distractions
- Ensure that your learner is comfortable
- Make sure your resources are nearby

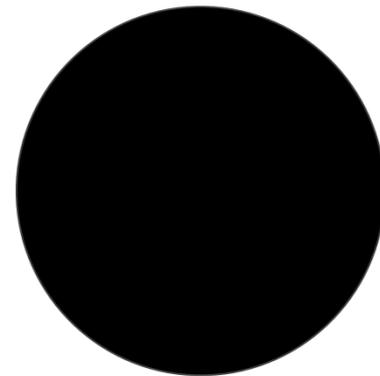
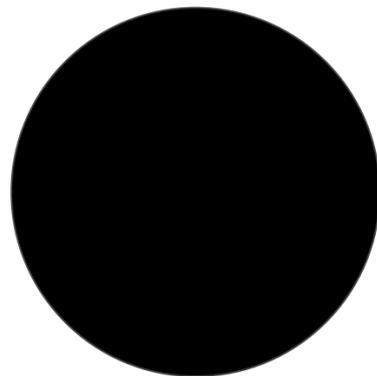
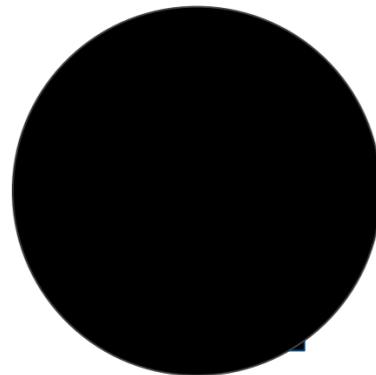
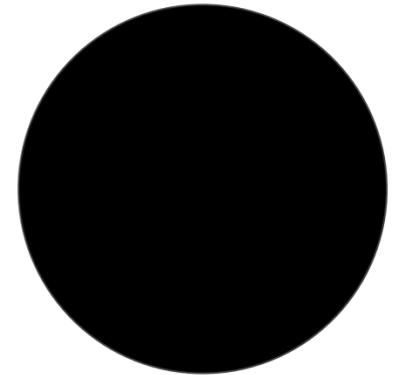
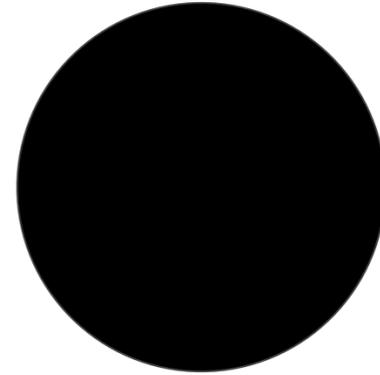
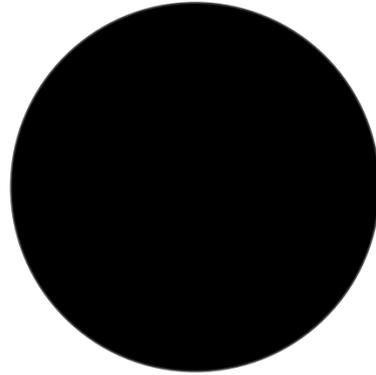
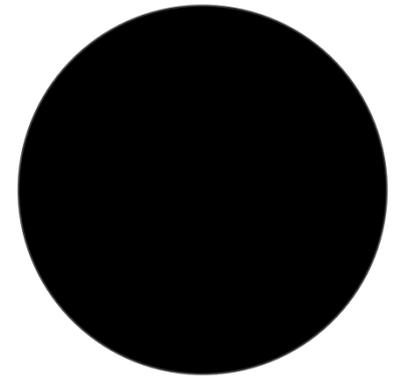
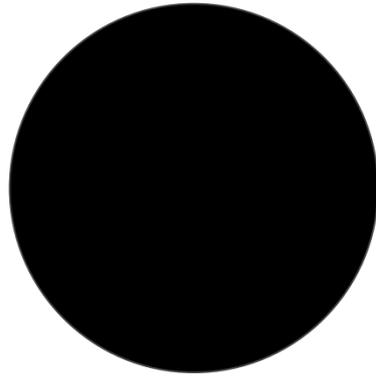
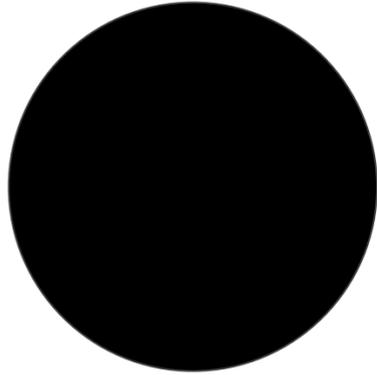


Count with me!

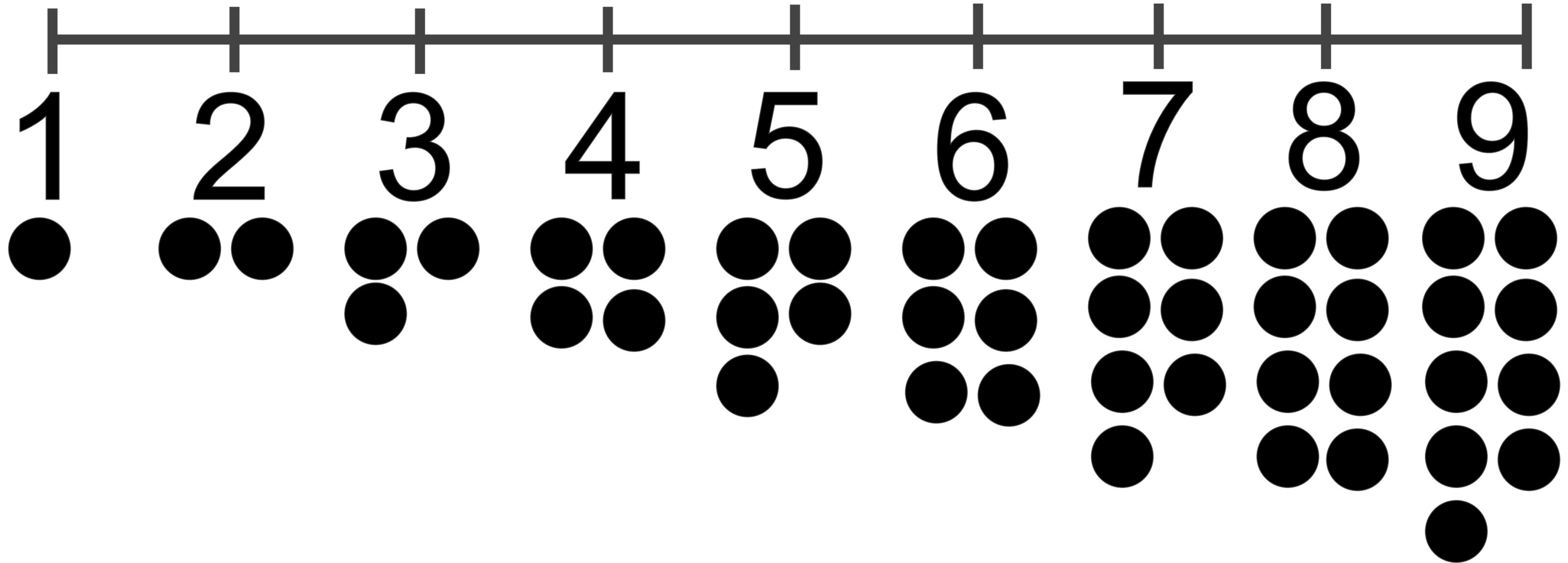
1 2 3 4 5 6 7 8 9



**How many dots?**



Count with me! Let's use a number line!

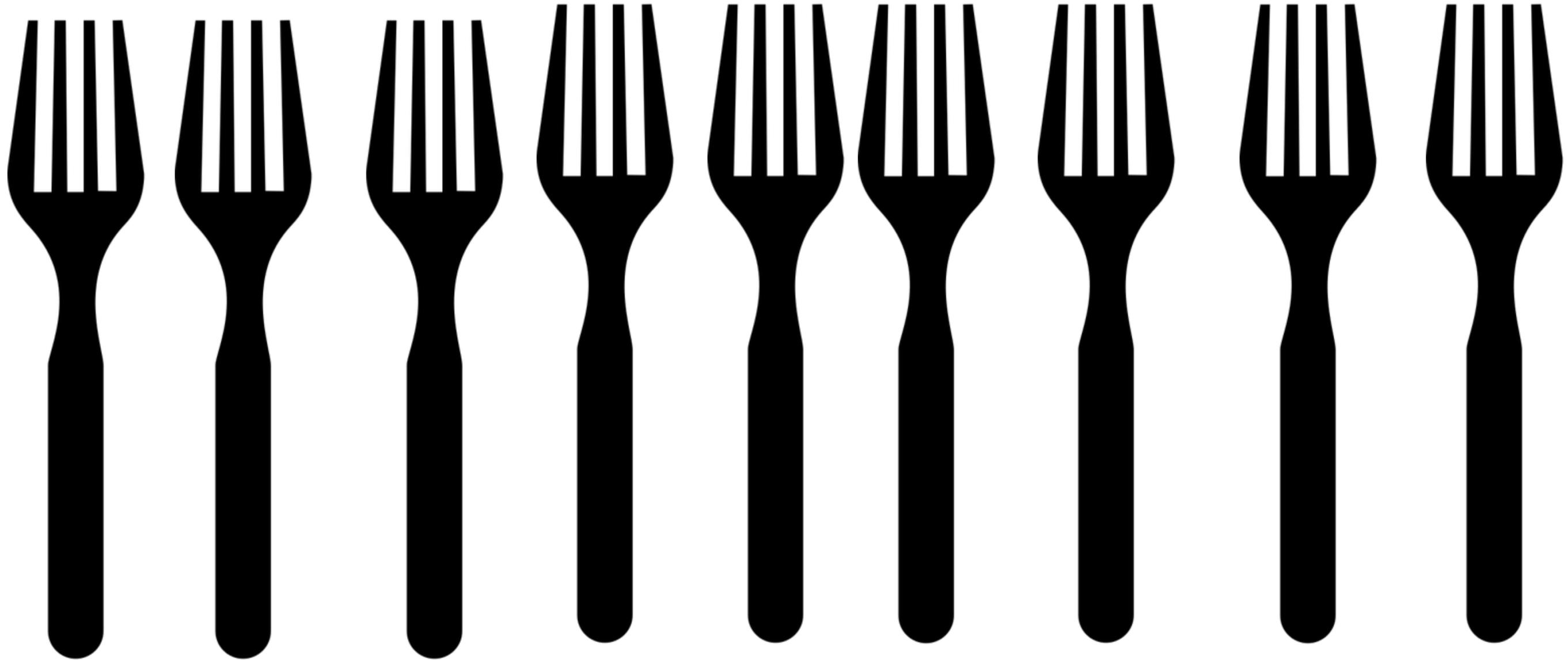


# Count with me! Let's use a number grid!

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



**Count with me! Let's get rid of our forks!**



# Sensory Counting

**Mix some objects into a bowl of sensory materials.**

**Can you count out each item until there are none left?**



# Lesson 1: Counting individual objects (one-to-one correspondence)

## Make it easier

Work between numbers 5-9. Repeat and embed number names so that children become familiar with the sequence. Use hand-over-hand support in order to move items away or counting.

## Make it harder

Introduce items with different properties e.g. counting 6 wooden things. Begin from a different number, i.e. I have 3 spoons, but I need 5...

## More ideas

Can you set the table for everybody in your house? Count out the cutlery, plates and drinks.  
Can you make your family a drink? Count out the cups.

