

**Objective: Arrange and count 8 objects in a varied configurations.**

**1 – Daily Fluency Activity, Clap and Count to 10 (large or small group, about 2 minutes) ← Great Transition Activity!**

Note: This fluency activity prepares students to count to 10 by rote so they are ready to count with one-to-one correspondence. By drawing out the “fiiiive,” the students start to see the relationship of 9 and 10 to 5.

- Let’s clap and count to 9. Join in when you are ready. 1, 2, 3, 4, fiiiive, 6, 7, 8, 9. (Repeat the count until all are participating.)
- Let’s clap and count to 10. Join in when you are ready. 1, 2, 3, 4, fiiiive, 6, 7, 8, 9, 10. (Repeat the count until all are participating.)

Daily counting practice strengthens memory. When students move around the classroom for different purposes, have them count their steps up to 10 and then restart another count to 10.

**2 – Fluency Activity, Make a Line of 8 (small group, about 4 minutes)**

Each child needs 5 red beans and 3 white beans (note that you can substitute pompoms, blocks, or any manipulative for beans, as long as 5 are one color and 3 are another color) During this fluency activity, work with no more than 4 students so you can carefully watch students’ counting strategies.

- Put your red beans in a line. (Pause.) Count them. Let me hear you counting! (1, 2, 3, 4, 5)
- Put your white beans in a different line. (Pause.) Count them! Let me hear you counting (1, 2, 3)
- Move your line of white beans to the end of your line of red beans to make one long line of beans. Touch and count to find out how many beans are in your line now. (1, 2, 3, 4, 5, 6, 7, 8)

Show students the numerals from 1 to 8. Ask them which one shows the number 8.

**3 - Concept Development (small group, about 8 minutes)** This example uses 8 apples – note that you can substitute any group of 8 identical items.

- Working with a group of 4 children, arrange 8 apples in a circle. Say, “These apples are on the table for a tea party. Let’s count how many apples are on the table.” Touch and count each apple. Instead of stopping at 8, continue around the circle until students notice a problem.
- Ask students for ideas about how to count things in a circle. Guide the discussion to help them identify how to mark the start. Repeat the count, using a small object to mark the start of the count.
- With numeral cards in hand or on display, ask children, “Point to the number that shows how many apples are on the table.” Ask them, “This number? This number?”

**4 – Concept Practice, Touch and Count to 8 (small group, about 4 minutes)**

Each child a stick of 8 unifix cubes (or blocks), 3 of one color stacked on top of 5 of another color. By using the color change after the fifth cube, the number 8 becomes more accessible, comprised of two familiar numbers. In this activity, however, the composition of the parts is not analyzed, as students simply count past the color change to 8. Please work with no more than 4 students so you can closely observe their counting strategies.

- Touch and count the cubes in your stick. Use a whisper voice for the bottom color and a big voice for the top color. (Whisper voice) 1, 2, 3, 4, 5, (big voice) 6, 7, 8.
- Touch and count again, and use a big voice for the bottom color and whisper voice for the top color. (Big voice) 1, 2, 3, 4, 5, (whisper voice) 6, 7, 8.
- This time use a growling voice for the bottom color and a high voice for the top color. (Growling voice) 1, 2, 3, 4, 5, (high voice) 6, 7, 8.

Show them the numerals 1–8, and ask them to say, “That’s 8!” and trace the shape in the air with their fingers when the numeral 8 is pointed out.

**5 – Concept Practice and Debrief (small group, about 5 minutes)**

Provide children with a variety of items to arrange in a circle and count, as they did in activity #3. As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief. You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary.

- How can you remember where you started counting on the circle?
- Is it easier to count 8 things in a line or 8 things in a circle? Why?
- (Place a set of 8 objects in a circular configuration on the floor.) My friend Jason says that there are 5 objects in this circle. How can we find out if he is right? (Work as a group to count and check.)

**6 – Learning Center**

Make crowns in the art center to practice counting up to 8 in a circular configuration. Use a sentence strip or a long piece of construction paper to make the crowns. Give children up to 8 medium pieces of tissue paper to crumple into flowers or jewels to glue on the crown. Help them find ways to mark the start of their count once the flowers or jewels are glued to the crown.