

## Rote Counting—See and Say Numbers

### Student Probe

Ask students to count as high as they can, starting with one. If a student can count to 10 easily without error, skip this lesson, otherwise continue.

### Lesson Description

This lesson is intended to help students recite the numbers 1-10 easily (by rote).

### Rationale

Fluent rote counting is the basis for counting with meaning. It is also the basis for all other arithmetic activities.

### Preparation

Gather materials:

- Sheet with numbers 1-10
- Blank piece of paper

### Lesson

#### At a Glance

What: Rote Counting

Common Core Standards: CC.K.CC.1.

Count to 100 by ones and by tens.

Mathematical Practices:

Attend to precision.

Who: Students who cannot count to 10 by rote.

Grade Level: Kindergarten

Prerequisite Vocabulary: None

Prerequisite Skills: None

Delivery Format: 1 or more students

Lesson Length: 15 minutes

Materials, Resources, Technology: None

Student Worksheets: A sheet with the numbers 1-10, blank sheet of paper

The teacher says or does...	Expect students to say or do...	If students do not, then the teacher says or does...
<p>1. Tell students, “We are going to count numbers 1-5 (cover up the numbers 6-10). On this page, I am going to touch each number and say it out loud. I want you to listen and watch.”</p> <p>Touch each number and say, “1, 2, 3, 4, 5. Now listen and watch while I touch and say each number again.”</p> <p>Repeat the same process.</p>	<p>Students listen and watch.</p>	<p>Say, “I need you to listen. I’m going to start again. Ready?”</p>

The teacher says or does...	Expect students to say or do...	If students do not, then the teacher says or does...
2. Say, "Now we are going to do it together. When I touch the number, say it with me. Ready? Here we go, 1, 2, 3, 4, 5."	Students say it with you.	Start over if student doesn't start with you. Maybe say, "I'm sorry, were you not ready... are you ready now? Good, okay, ready, watch ....1, 2, 3, 4, 5."
3. "Good job! Now you are going to help me. This time touch each number with me and let's count out loud together. Ready? Here we go, 1, 2, 3, 4, 5."	Students say it with you.	"Let's do it one more time because then you are going to try it by yourself. 1, 2, 3, 4, 5."
4. "Now, I want you to try it by yourself. Are you ready?"	Students can say it together or individually.	Say, "That's okay, let's do it together one more time." If the student is unable to do it after that, cover up all numbers except 1-3. Begin again with just the numbers 1-3.
5. Make sure the student is able to count easily and quickly to 5 before going forward to counting to 10.		
6. "Now, we are going to count 1-10. Listen as I touch and say the numbers 1-10." Touch each number and say, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10."  "Listen and watch one more time. Ready?" (repeat)	Students listen and watch.	Say, "I need you to listen. I'm going to start again. Ready?"

The teacher says or does...	Expect students to say or do...	If students do not, then the teacher says or does...
7. Say, "Now we are going to do it together. When I touch the number, say it with me. Ready? Here we go, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10."	Students say it with you.	Start over if student doesn't start with you. Maybe say, "I'm sorry, were you not ready... are you ready now? Good, okay, ready, let's go...1, 2, 3, 4, 5, 6, 7, 8, 9, 10."
8. "Let's do it again. Touch each number with me this time and let's count out loud. Ready? Here we go, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10."	Students say it with you.	"Let's do it one more time because you are going to try it by yourself."
9. "Now, I want you to try that all by yourself. Are you ready?"	Students can say it together or individually.	Say, "That's okay. Let's do it together one more time." If the student is unable to do it after that, cover up all numbers except 1-7. Begin again with just the numbers 1-7.
10. Have students practice every day until they can count easily and fluently.		

### Teacher Notes

Rote counting is what most students are able to do before coming to school. This is the very first step. Students should also be engaging in meaningful counting activities by playing games such as Chutes and Ladders, Hi Ho Cherry-O, and Hopscotch.

### **Variations**

Use songs to count the numbers such as: *Numbers in a Circle (10)*. Refer to the website <http://www.songsforteaching.com/preschoolkindergarten.htm> for words and clips of the actual song.

Use books to count the numbers such as:

- 1,2,3 at the Zoo, by Eric Carle
- Arlene Alda's 1,2,3, by Arlene Alda
- Animal Antics from 1-10, by David Wojtowycz
- 1,2,3 Pop!, by Rachel Isadora

Use games such as:

- Chutes and Ladders
- Hi Ho Cherry-O!
- Hopscotch

**Counting stones:** Give the student 10-20 stones for him to drop one by one into the bottle. Count from 1-10 or 1-20 each time he drops one stone into the bottle.



**Cube stacking:** Students like to stack and then knock down cubes. The student counts from 1-10 while he/she stacks the cubes.

### Formative Assessment

Listen to see if students can count fluently and accurately without skipping or stumbling.

### References

*Elementary and Middle School Mathematics, Teaching Developmentally, Fifth Edition*, John A. Van De Walle, pp. 119-124.

*Learning Progressions Frameworks Designed for Use with The Common Core State Standards in Mathematics K-12*, Karin K. Hess, NCIEA, Project Director. 2/24/2011, p. 11.

*An Emerging Model: Three-Tier Mathematics Intervention Model*. (2005). Retrieved January 25, 2011, from rti4success.

*Mathematics Preparation for Algebra*. (n.d.). Retrieved January 25, 2011, from Doing What Works.