

# Numbers One to Nine

CBSE, Maths, Class - I, Unit -2

Number grows here... upto nine.

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## Objectives:

- Students should be able to understand the numbers and one to one correspondence
- Count the number of objects in a collection

## Prior Knowledge:

Recognizing space, knowing one to three

## Resources Used:

Ice-cream sticks, leaves, boxes, stones, marbles, clips, stamp pad, picture card, glue, worksheet

## Process:

### Build on prior knowledge

### Game with a ball:

I divided the class into two groups with equal number of students in each group. It's better if we play the game in the ground if the classroom isn't big enough. A ball is kept in the middle and the students will stand on either side of the ball at a distance. When the teacher whistles, one student from group 1 and one student from group 2 have to come to the middle and go round the ball and then pick it up and run back to their respective teams. If the other student catches him (the student with the ball) then he/she will be the winner.

**Reflection:** *I conducted the game in a big room so it was comfortable for me. Initially I gave instructions to the students on how to play the game, and the students took turns in playing the game*

*I modified the game by giving same numbers to both sides. If I call the number say "2" and whistle, then the student with number "2" from both sides have to come to the middle and quickly take the ball. One or two students sometimes failed to listen to the number. But their team members helped them run to the middle. In the beginning students did not have an idea about the game. After trial and error they understood who should run and collect the ball so that they will get one point on the board for their team.*

*The students enjoyed the game very much and asked me to conduct this game the next day as well.*

### Bottle and marble:

Team A point	Team B points
1 1 1 1 1	1 1 1

I kept a bag full of marbles, and separated the class into two teams with 4 students each. The students from each team have to take the marbles from the bottle and count the marbles. Whoever has highest number of marbles will be winner.

**Reflection:** *One student from group 1 will come forward and take as many marbles as he can, with one hand, from the bag and count it. Then he'll call out a name from the opposite team and that student has to come and take as many marbles as*

he/she can with one hand and count.

When each of them place the marbles before the class, the teams should compare and predict who has more marbles. Sometimes one team got more and one team less. At other times both got equal numbers. Then both were winners. Equal means same, I could also introduced this concept through this game. This went on for a while and the students enjoyed the game.

These two games helped me in introducing numbers through play – especially games that engage them in physical activity. It is suitable for early primary children who need physical movements and activity to stay engaged.

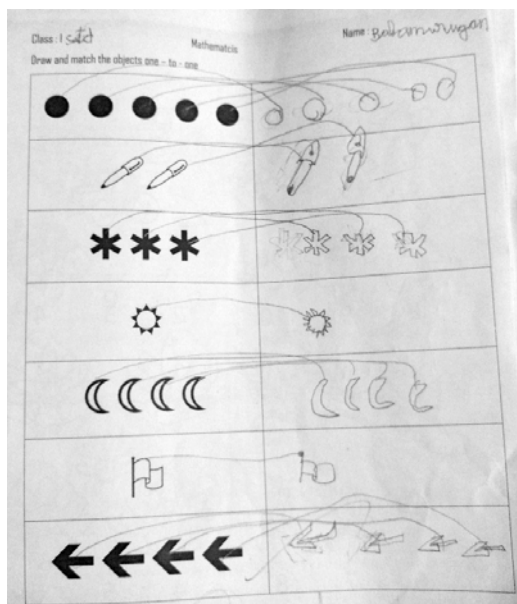
### Exploring it on their own:

#### Drawing and coloring

I gave a work sheet with images of objects (sun, star, pen, arrow, and moon). The students have to draw the same images on the blank page given and then draw a line matching to understand one – to – one correspondence.

**Reflection:** Two students found it difficult to draw the image, I helped them draw it, with ease.

Sitting with them and asking questions like how many objects do you see there? What is there on the other side? Can you draw one for one, like, there is one circle here and can you can draw one there, helped them understand the concept easily.



Some students drew more images. One student

drew images which didn't match these in the worksheet. Then I sat with him and asked him to count the images and compare it with the images he had drawn. Then he corrected his mistake.

### Teachers Instruction

Song: (Done done done dondanaka done)

**Reflection:** It is just a rhyming song and they enjoyed the song and were laughing a lot. I asked them to sing it very loud. It is basically to reinforce and give them a sense of the order of number sequence.

Students enjoyed the song so much that they started singing the song unconsciously. The

One one one	sun is one
Two two two	Eyes are two
Three three three	Sa bu three
Four four four	Sides are four
Five five five	Give hi fi
Six six six	Dhoni hit a six
Seven seven seven	Days are seven
Eight eight eight	Planets are eight
Nine nine nine	Now time is nine
Ten ten ten	Fingers are ten

students liked the words “Done done done dondanaka done”. They kept repeating the words. Then we sang the song with high speed and with action. The numbers like “four”, “seven”, “ eight” were initially difficult to memorize. But after repeating a few times they got it easily.

### Paste the Bindhi:

I gave a picture card with certain number of objects (bird, animals, food items, etc). The students have to paste the exact number of bindhi

in that picture card. I divided the class into two groups and placed the picture card on one side. Each student has to take one card and paste the bindhi as per the images in the card

**Reflection:** All the students completed 4 cards each. Then I sat with the students and discussed about the card. One student had some difficulty in counting the numbers. I asked him to match the images with the bindhi. Till number "4" he had no problem in counting. He found difficulty in number "5" so while drawing the line from picture to bindhi he could not go beyond 4 but had stuck extra bindhis. I asked the group if that was right?



Students told me that there should be less bindhis as he has pasted more. They could not say the exact number but could identify that there were more bindhis than the pictures. Then he corrected it himself.

### Practice:

#### Pocket the sticks

I placed a few number cards and some ice cream sticks. When I call out a number the students have to come forward and pick a card and take the exact number of ice cream sticks and place them appropriately.

I also kept pictures having different numbers of ice creams ranging from 1 to 5. The children have to count the sticks according to the number of ice creams in the picture and match.

**Reflection:** Students were able to do up to

number 4 right. When it came to number 5 one or two students made mistakes

### Catch the partner

I asked the students to form a circle and to run inside that circle. When I call out number from 1-5 they have to form a group based on the number called out.

**Reflection :** It is basically for number concept and grouping. When I said one everybody stood alone, when I said two, they stood in pairs. The one who is left without a partner will be out. He will come and stand beside me. The other

students will continue to run, I kept changing the numbers. Sometimes one or two students will bully other students. As teachers we should keep an eye on the students while playing this game. It is a good activity for primary students to build an understanding about numbers.

### Thumb impression using stamp pad:

When I call out any number from 1 to 5, the students have to dip their thumb on the stamp pad (water colour can also be used) and make an impression on a worksheet.

**Reflection:** The students enjoyed this activity very much. One problem I had was there was only one stamp pad so the students took turns in dipping their fingers. I called out numbers like "3", "2" and so on and all the students made thumb impressions accordingly. I asked them to circle those impressions. They did it with ease. One or



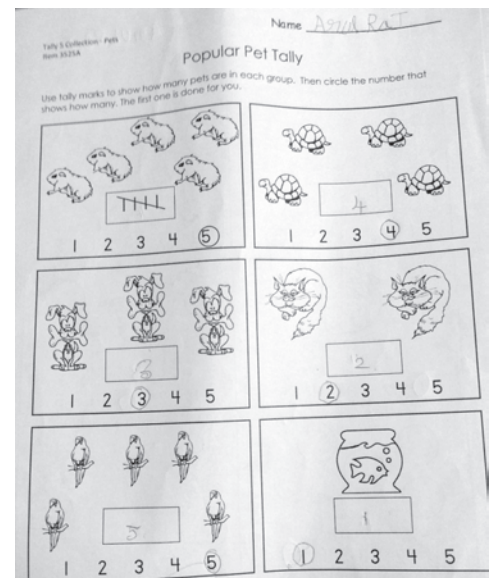
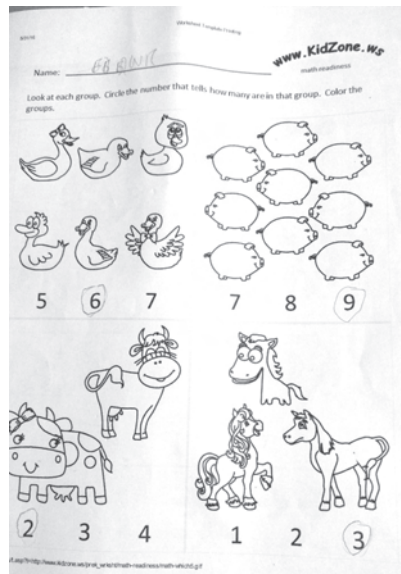
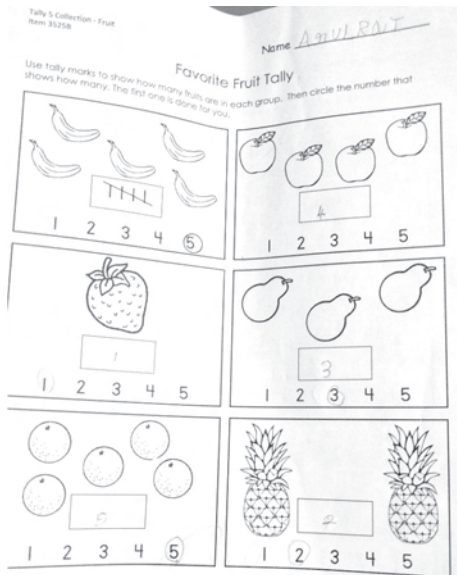
two students sometimes did more and circled it.

## Evaluation:

Evaluation can be done with the help of the worksheet.

**Reflection :** Students were able to complete the worksheet which proved that they understood the concept

[http://www.kidzone.ws/prek\\_wrksht/math-readiness/counting.htm](http://www.kidzone.ws/prek_wrksht/math-readiness/counting.htm)



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