

Block 6: Counting to 9

Session 6A

Complete Daily Review and Quick Teach 6A
Teach Lesson 6A – Counting to 9

Lesson 6A – Counting to 9

Lesson Resources	
Teacher Resources	Resources per Student
Lesson Slides – 6A Workbook – 6A	Workbook – 6A

Section A – Rote Counting to 14

Teacher Resources - Section A	Resources per Student - Section A
(Core resources only)	None

Step	Instruction
1.	Today we are learning to count. My turn. Listening. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. I counted to 10. Which number did I count to?~ 10
2.	Listening. 1, 2, 3, 4, 5, 6, 7. Which number did I count to?~ 7
3.	Listening. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Which number did I count to?~ 14
4.	Count with me. We will count to 9 . Which number?~ When we count to 9 , which number do we stop at?~ Count with me to 9. (Tap for each number) 1, 2, 3, 4, 5, 6, 7, 8, 9 . Which number did we count to?~ 9 That's right, we counted to 9.
5.	Let's count to 12 . Which number?~ When we count to 12 , which number do we stop at?~ Count with me to 12. (Tap for each number) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 . Which number did we count to?~ 12 That's right, we counted to 12.
6.	Let's count to 13 . Which number?~ When we count to 13 , which number do we stop at?~ Count with me to 13. (Tap for each number) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 . Which number did we count to?~ 13 That's right, we counted to 13.
7.	Your turn to count to 12 . Which number?~

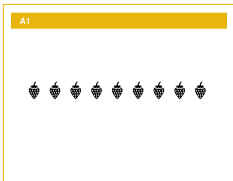
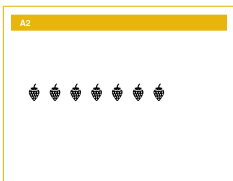
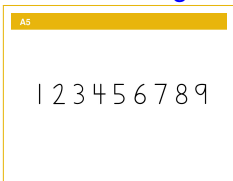
Which number will you stop at?~ **12**
 Count to 12.
 (Tap for each number) **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.**
 Which number did you count to?~ **12**

8. Your turn to count to **11**. Which number?~
 Which number will you stop at?~ **11**
 Count to 11.
 (Tap for each number) **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**
 Which number did you count to?~ **11**

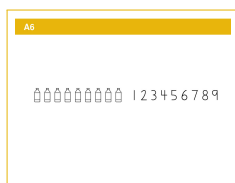
9. Your turn to count to **14**. Which number?~
 Which number will you stop at?~ **14**
 Count to 14.
 (Tap for each number) **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.**
 Which number did you count to?~ **14**
 Great counting!

Section B – Connecting to Numerals

Teacher Resources - Section B	Resources per Student - Section B
Lesson Slides – 6A	None

Step	Instruction
1.	 My turn. Listening. (point to each strawberry) 1, 2, 3, 4, 5, 6, 7, 8, 9. I counted 9 strawberries. How many strawberries?~ 9 (Repeat until confident)
2.	 Count with me. (point to each strawberry) 1, 2, 3, 4, 5, 6, 7. How many strawberries?~ 7 (Repeat until confident)
3.	(Repeat Step 2, for A3 and A4 , then moving randomly between slides A1-A4 , until confident)
4.	Great counting!  These symbols are the numbers (Point as you say each number) 1, 2, 3, 4, 5, 6, 7, 8, 9. Let's say the numbers together (Point as you say each number) 1, 2, 3, 4, 5, 6, 7, 8, 9.

5.



Count with me.

(point to each bottle) **1, 2, 3, 4, 5, 6, 7, 8, 9.**

How many bottles?~ **9**

(Point to 1) Is this 9?~ **No**

(Point to 2) Is this 9?~ **No**

(Point to 3) Is this 9?~ **No**

(Point to 4) Is this 9?~ **No**

(Point to 5) Is this 9?~ **No**

(Point to 6) Is this 9?~ **No**

(Point to 7) Is this 9?~ **No**

(Point to 8) Is this 9?~ **No**

(Point to 9) Is this 9?~ **Yes**

(Click to show a circle around the 9)

Yes, this is 9. We have **9** bottles. How many bottles~

6. (Repeat Step 5 using **A7-A11**.)

Section C – Guided and Independent Practice

Teacher Resources - Section C	Resources per Student - Section C
Workbook – 6A	Workbook – 6A

Step	Instruction
1.	(Place Workbook – 6A under visualiser) Open your workbook to the page with the burgers at the top. (Check) Place your pencil next to your workbook. (Check)
2.	(Point to the first burger) Everyone, point to the burger problem. (Check) Let's solve the burger problem together.
3.	Let's count the burgers. Touch each burger as we count. Count with me. (All point to each burger) 1, 2, 3, 4, 5, 6, 7. How many burgers?~ 7 Let's find the 7. (Point to number 1) Is this 7?~ No (Point to number 2) Is this 7?~ No (Point to number 3) Is this 7?~ No (Point to number 4) Is this 7?~ No (Point to number 5) Is this 7?~ No (Point to number 6) Is this 7?~ No (Point to number 7) Is this 7?~ Yes Yes, this is 7. We have 7 burgers. Let's circle the 7. Up Up, Pencils Up . Circle the 7. (Check) Down Down, Pencils Down . (Circle the 7 next to the burger problem) Check your partner. If it looks like mine, thumbs up!

4. (Point to the first doll)
Everyone, point to the doll problem. (Check)
Let's solve the doll problem together.

5. Let's count the dolls. Touch each doll as we count.
Count with me.
(All point to each doll) **1, 2, 3, 4, 5, 6, 7, 8, 9.**
How many dolls?~ **9**
Let's find the 9.
(Point to number 1) Is this 9?~ **No**
(Point to number 2) Is this 9?~ **No**
(Point to number 3) Is this 9?~ **No**
(Point to number 4) Is this 9?~ **No**
(Point to number 5) Is this 9?~ **No**
(Point to number 6) Is this 9?~ **No**
(Point to number 7) Is this 9?~ **No**
(Point to number 8) Is this 9?~ **No**
(Point to number 9) Is this 9?~ **Yes**
Yes, we made it! This is 9. We have 9 dolls.
Let's circle the 9.
Up Up, **Pencils Up.** Circle the 9. (Check)
Down Down, **Pencils Down.**
(Circle the **9** next to the dolls problem)
Check your partner. If it looks like mine, thumbs up!

6. (If students are not yet ready for independent practice, use the Teaching Template below to model additional problems until confident)

7. Your turn. When I say go, solve the rest of the problems and stop when you reach the stop symbol.
Remember to ask for help if you need it.
Up Up, **Pencils Up.**
Go.

8. (Support)
(Corrections and Lesson Closure are in the final section, found after the Teaching Template)
Note: **Support** refers to monitoring students while they work independently and offering assistance to those who need it. Refer to Implementation Guide for more information.)

Teaching Template (if required)

Based on Steps 2 and 3 above.

1. (Point to the first [Object])
Everyone, point to the [Object] problem. (Check)
Let's solve the [Object] problem together.

2. Let's count the [Object]s. Touch each [Object] as we count.
Count with me.
1 (All point to left [Object]),..., **[Number]** (Point)
How many [Object]s? **[Number]**
Let's circle the [Number].
(Point to number 1) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 2) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 3) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 4) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 5) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 6) Is this [Number]? **Yes/No** (If yes, go to Step 3)
(Point to number 7) Is this [Number]? **Yes/No** (If yes, go to Step 3)

(Point to number 8) Is this [Number]? **Yes/No** (If yes, go to Step 3)
 (Point to number 9) Is this [Number]? **Yes** (If yes, go to Step 3)

3. Yes, this is [Number]. We have [Number] [Object]s.
 Up Up, **Pencils Up**. Circle the [Number]. (Check)
 Down Down, **Pencils Down**.
 (Circle the **[Number]** next to the [Object] problem)
 Check your partner. If it looks like mine, thumbs up!

Section D – Corrections and Closure

Step	Instruction
1.	Down Down, Pencils Down .
2.	Let's correct our work. Get your green pencil ready. (Check) Remember to tick if your answer is right and leave it if it's wrong.
3.	The answer to the burgers problem is 7 . What is the answer?~ The answer to the dolls problem is 9 . What is the answer?~ (Repeat for all answers below)
4.	Well done! You are getting even better at counting things. Remember, we count things in maths a lot. You will use your counting skills to solve lots of different problems.

Student Workbook Answers:

1st Page:  7  9  6  8  3  5  9

2nd Page:  7  9  1  7  7  6  8

This concludes your maths session for today.