

# Sweet Dreams

A book about counting quantities to ten







## Aim

*Sweet Dreams* develops fluency in counting quantities to ten. Several counting principles are developed. These include: the one-to-one rule, the cardinality rule and the order of irrelevance rule.

These activities provide students with the opportunity to:

- listen to a story about counting quantities 1–10
- use concrete materials to represent and count quantities 1–10
- use the *Teaching Tool* to represent and count quantities 1–10
- show different arrangements of the same quantity
- mix-and-match numerals, number words and pictures
- count on and back from any starting number 1–10

## Activities

1. Listening to the story
2. Acting out the story
3. Using the teaching tool to act out the story 
4. Practising counting 1–10
5. Using the teaching tool to practise counting 1–10 
6. Relating numerals, number words and pictures
7. Relating numerals, number words and pictures 
8. Building benchmarks of five
9. Counting on to 10
10. Counting back from 10
11. Using the teaching tool to count back 

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# 1. Listening to the story

## Resources

- *Sweet Dreams*

## Activity

Show the cover of *Sweet Dreams* and read the title aloud. Encourage students to predict what the story might be about. Now read the story, once through, in its entirety. Ask, **What happened in the story?** Encourage students to explain that the little girl was dreaming of sweets and that the number of sweets increased in counting order over each spread. As you read each page of the story again, ask, **Who can count these sweets for me and tell me how many?** Ask a confident volunteer to come to the front and count aloud the number of sweets. Watch the movement of the student's finger to ensure they are using one-to-one correspondence. Repeat for the remaining spreads.

# 2. Acting out the story

## Resources

- *Sweet Dreams*
- An assortment of craft material
- Pieces of colour paper
- Scissors and glue

## Preparation

Have the students use the craft materials to make 'sweets'. Each student will need 10 sweets.

## Activity

Seat the students on the floor with the 'sweets' they created prior to the lesson in front of them. Re-read the story and have the students act out each page by placing the matching number of sweets in front of them. Encourage students to place their 'sweets' in an arrangement that matches that shown on the page and then in different arrangements. After placing the same quantity of sweets in a different arrangement, ask, **Does the number of sweets change or stay the same? How do you know?** Students can prove their predictions by recounting the sweets or describing their reasoning.

Retain the sweets for use throughout the remaining activities.



### 3. Using the teaching tool to act out the story



#### Resources

- *Sweet Dreams*
- *Teaching Tool*

#### Activity

Ensure all the students can see the *Teaching Tool*. Read page 4 of *Sweet Dreams* and invite a confident volunteer to use the tool to show the number in the scene by clicking and dragging a character onto the work area. Encourage the student to say the number word aloud as they move the character. Ask, **How many (cupcakes) can you see?** (One.) Repeat for the remaining pages of the storybook.

### 4. Practising counting 1–10

#### Resources

- Sweets created in Activity 2

#### Activity

Move the students into pairs. Have one student place a quantity of sweets on the floor. Initially request that the sweets be arranged in a line. The other student then counts the number of sweets. If successful, ask the student to recount the number of sweets starting at the opposite end of the line. The student is familiar with the order of irrelevance rule if they suggest the number of sweets will remain the same regardless of where they start the count. Students then alternate roles and repeat the activity. As students gain confidence, ask them to place the counters in an arrangement of their choice.



## 5. Using the teaching tool to practise counting 1–10



### Resources

- *Teaching Tool*

### Activity

Ensure all the students can see the *Teaching Tool*. Drag several of the same characters onto the work area. For the initial examples, place the characters in neat rows. Ask, **How many (cupcakes) can you see?** Invite a confident volunteer to come to the front and point to each character as they count them. Watch to ensure they use one-to-one correspondence. Repeat with other examples. As the students gain confidence, place the characters in more difficult counting arrangements.

## 6. Relating numerals, number words and pictures

### Resources

- 30 blank cards (10 cm x 7 cm) for each group of students
- Assortment of craft materials
- Scissors, glue, and sticky tape
- Images of sweets (e.g. magazines, printed)

### Activity

Move the students into groups. Ask each group to use the resources to create a set of picture cards that show quantities of sweets to match the numerals 1–10. As the students work on the cards, create a set of numeral (1–10) and number word (one– ten) cards for each group. The cards can then be collated and used for a variety of mix-and-match activities.



## 7. Relating numerals, number words and pictures



### Resources

- *Teaching Tool*

### Activity

Ensure all the students can see the *Teaching Tool*. Click on the back of the card to show a numeral from 1–10. Invite a confident volunteer to identify the numeral then click and drag the matching number of characters onto the work area. Ensure the student counts aloud and uses one-to-one correspondence. Repeat with other numeral cards. Then repeat using the number word cards.

## 8. Building benchmarks of five

### Resources

- Five-frames from *The Number Case Year K*
- Counters or cubes

### Activity

Provide each pair with a five-frame and a handful of counters. Ask the students to fill their five-frame with counters. Say a number that is more or less than five and have the students say the amount that is required to change the number on their five-frame to the new number e.g. “Three more” or “Two less”. They then add or remove the counters. Repeat for other numbers.



## 9. Counting on to 10

### Resources

- Sweets created in Activity 2
- 1 sheet of card or paper for each student

### Activity

Seat the students in a spacious area of the classroom. Ask each student to place their sweets in a line on the floor in front of them. Ensure the sweets are relatively close together as students will be covering some of them with their blank card. Next, have them place their card over five sweets. Say, **Five sweets are under each card. Let's count all the sweets: 5, 6, 7, 8, 9, 10.** Repeat for other numbers of sweets covered with the students instigating the counting.

## 10. Counting back from 10

### Resources

- *Sweet Dreams*
- Sweets created in Activity 2

### Activity

Seat the students in a spacious area of the classroom. Inform the students that they are going to read the storybook from back to front. Discuss what this might mean before slowly reading pages 14–15. Ask the students to act out the scene by placing the matching number of sweets (10) in a neat row on the floor in front of them. Establish that there are ten sweets. Read pages 12–13 and have the students act out the scene. Observe the strategies that are used to match the quantity e.g. collecting all the sweets and counting them out to match the amount (9) or removing one sweet from the row of 10. Repeat for page 10. Ask, **What is the easiest way to show the amount?** Establish that the quickest way is to remove one sweet from the previous number. Ask, **How many sweets will be taken away when we read the next page? How many sweets will be left? How do you know?** Repeat the questions for each remaining page of the storybook.



## II. Using the teaching tool to count back



### Resources

- *Teaching Tool*

### Activity

Ensure all the students can see the *Teaching Tool*. Click and drag ten of the same character onto the work area. Arrange the characters in one row. Ask, **How many (cupcakes) can you see?** Establish that there are ten (cupcakes). Say, **Imagine one is eaten. How many will be left? How do you know?** Invite confident students to share their strategies for determining the number of characters left. Click and drag one of the characters off the work area to show that one has been eaten. Allow students to confirm their earlier predictions by counting the characters remaining. Say, **Imagine another (cupcake) is eaten. How many will be left? How do you know?** Repeat until there are no characters remaining.

