

# Counting Fingers

## Math Focus Points

- Counting and keeping track of quantities
- Counting by groups of 10

## Vocabulary

counting by 10s

## Today's Plan

## Materials

<p><b>1</b> <small>ACTIVITY</small> <b>Introducing How Many Fingers?</b></p>	 10–25 MIN  CLASS  PAIRS	<ul style="list-style-type: none"> <li>Blank paper; drawing materials (crayons, markers, or colored pencils)</li> </ul>
<p><b>2</b> <small>DISCUSSION</small> <b>Counting Fingers</b></p>	 20 MIN  CLASS	<ul style="list-style-type: none"> <li><b>Chart paper</b> Prepare a vertical 2-column table labeled “People” and “Fingers.”</li> <li>Class number line</li> </ul>
<p><b>3</b> <small>SESSION FOLLOW-UP</small> <b>Practice</b></p>	<ul style="list-style-type: none"> <li><i>Student Activity Book</i>, p. 75A or <b>C24, How Many Carrots?</b> Make copies. (as needed)</li> </ul>	

## Classroom Routines

**Attendance: Counting on the Number Line** Follow your daily *Attendance* routine. Then, do *Counting on the Number Line*. Start with 53 and count to 100. Use, or have volunteers use, a pointer or finger to keep track of the numbers as you count.

# 1 ACTIVITY

## Introducing How Many Fingers?



Remind students of the work they did at the beginning of this unit when they counted noses and hands.

**We all have one nose, and we made a list of things that we have two of—like eyes, hands, and ears. Can you think of something on your body that comes in tens? ①**

Ask students about their fingers and toes, if they don't suggest it on their own. ②

Remind students of the Eye Cards they made earlier in the investigation.

**Everyone's going to make a Fingers Card just like you did for your eyes. You'll need to work with a partner. Your card needs to show both of your hands and all 10 fingers.**

Give each student a sheet of paper and drawing materials to use to make a picture of his or her own hands and fingers. Most students can trace their non-writing hand but will need their partner to trace their writing hand.

As pairs finish their pictures, present them with the following task.

**Find out how many fingers you have together. I want you to count your actual fingers first, and write down that number. Then count the fingers you drew on your cards, and write down that number. See if you get the same number.**

Students who are ready for more of a challenge can form a group of 3 or 4 and solve the same problems. As you observe, note whether any students are counting by numbers other than 1.

### Professional Development

- ① **Teacher Note:** Dealing with Sensitive Issues, Unit 6, p. 128

### Teaching Note

- ② **“But that's counting by 5s!”** Some students will see fingers or toes as examples of things that come in fives. Acknowledge that this is true, and be sure to discuss how fingers and toes are examples of counting by 5s *and* counting by 10s. For example, ask a small group of volunteers to stand before the class and hold up their hands. Model how you can count *each hand* by 5s to figure out how many fingers, and you can also count *each pair of hands* by 10s to figure out how many fingers.

# 2 DISCUSSION

## Counting Fingers



### Math Focus Points for Discussion

- ◆ Counting by groups of 10

Post the “People and Fingers” chart that you made ahead of time. Gather students together and collect their Finger Cards. Lay out two so that students can see them.

Here are [Ricardo] and [Latoya]’s cards. We are going to count the number of fingers on these two cards. Think for a minute, and then talk to a partner about how we could count them.

Some students are likely to connect this information to the counting they just did. Others will suggest counting by 1s, and some may suggest counting by groups of 5 or 10. Acknowledge all of the strategies that students suggest, but focus in particular on modeling **counting by 10s**, encouraging students to count along with you as far as they are able. Each time you count, have a volunteer use a pointer to keep track of the count on the number line.

Suppose [Tammy] and [Jason] came up here and held up their hands. How many fingers do you think they would have?

Not all students will recognize that the total should be the same whether you are counting fingers or pictures of fingers. Ask the volunteers to stand at the front of the room, and again, count their fingers by 10s.

Pause here, and have students help you fill in the first two rows on your “People and Fingers” Chart.

People	Fingers
1	10
2	20

What if we added another pair of hands to the group? Now we have 3 cards or 3 children.

Again, count the fingers on the cards, and then on the students in the group, by 10s. Continue in this way, adding another card, counting actual fingers, and then filling in the next row of the chart, until you get to 10 people and 100 fingers.

Note that, as the number of people increases, students may be less familiar with the counting by 10s sequence. Encourage students to use the chart and the number line as resources and to count as far as they are able. Many students can count higher when they are counting together with the class than they could on their own.

Continue until you have counted the number of fingers on 10 students. Then, ask students to look carefully at the chart.

What do you notice about the numbers? Is there a pattern that you see? How many did we count by to get each number?

Most will see that there are more fingers than people. Some students will see that the numbers “go up faster” for fingers than they do for people. Others will notice the correspondence between the number of fingers, the chant, and what they have heard, “10, 20, 30, 40, ...” In fact, the goal of this activity is to expose students to the counting by 10s sequence, and give them some practice with it, in a context about groups of 10.

### 3 SESSION FOLLOW-UP

## Practice



**Practice:** For reinforcement of this unit’s content, have students complete *Student Activity Book* page 75A or C24.

Name \_\_\_\_\_ Date \_\_\_\_\_

Setting and Surveys Practice

### How Many Carrots?

Read the problem. Show your work.

**NOTE:** Student practice using subtraction story problems.

Meg was making soup for dinner.  
 She bought 6 carrots.   
 She used 2 carrots.

How many carrots are left?

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▲ **Student Activity Book, Unit 7, p. 75A; Resource Masters, C24**



# How Many Carrots?

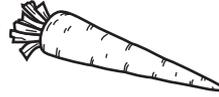
Read the problem. Show your work.

**NOTE** Students practice solving subtraction story problems.

Meg was making soup for dinner.

She bought 6 carrots.

She used 2 carrots.



How many carrots are left?