

# Lesson Plan: The Great Number Hunt

**Subject:** Math

**Age Group:** 4-6 years old

**Prep Time:** 5 minutes

**Lesson Duration:** 20-30 minutes

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## Materials Needed

- 10 index cards or small pieces of paper with numbers 1-10 written on them (one number per card)
  - A small bag or box (the "Treasure Box")
  - At least 55 small, countable items (e.g., blocks, pom-poms, beads, animal crackers, toy cars)
  - Paper and crayons or markers
  - Optional: A favorite counting book
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## Learning Objectives

By the end of this lesson, the learner will be able to:

- Count aloud from 1 to 10.
  - Recognize and name the written numerals 1 through 10.
  - Match a quantity of objects to the correct numeral (one-to-one correspondence).
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## Success Criteria

I will know I've learned this when I can:

- Say the numbers 1 to 10 all by myself.
  - Point to a number card and say its name.
  - Count out the right number of treasures for each number card we find.
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## Lesson Procedure

### Part 1: Introduction (The Mission Briefing) - 5 minutes

#### 1. The Hook

**Educator says:** "Guess what? We have a top-secret mission today! We are going to be Number

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Detectives. Numbers are hiding all around us, and our job is to find them. For every number we find, we get to collect that much treasure! Are you ready to go on The Great Number Hunt?"

## 2. State Objectives in Kid-Friendly Language

**Educator says:** "Our mission, should we choose to accept it, has three parts:

1. First, we will warm up our counting voices and practice counting all the way to 10.
2. Next, we will learn our secret number clues (show the number cards).
3. Finally, we will hunt for the numbers and count out the matching treasure for our treasure box!"

## Part 2: Body (The Hunt is On!) - 15 minutes

*(Before this part, quickly hide the number cards around the learning space. Make them easy to find.)*

### 1. I Do: Counting Warm-Up & Number Intro

**Educator says:** "Every good detective needs to warm up! Let's get our bodies ready. Watch me count to 10 and clap for each number. One (clap), Two (clap), Three (clap)... all the way to 10!"

**Educator says:** "Now let's look at our clues. This is the number 1. It's a straight line down. It means just one, like your one nose." (Point to your nose). "And this is the number 2. It has a curvy top. It means two, like your two ears." (Point to your ears).

### 2. We Do: Let's Hunt Together

**Educator says:** "Let's practice together! The number 1 is hiding somewhere. Let's look for it... There it is! We found number 1! Now, let's put ONE treasure in our Treasure Box." (Guide the learner to count one item into the box).

**Educator says:** "Great! Now, where is number 2 hiding? Let's find it together... You found it! Let's count TWO treasures into the box. Let's touch each one as we count: One... Two."

**Formative Assessment Check-in:** Observe if the learner is touching each object as they count. If they rush, gently guide their finger and say, "Let's slow down and give each treasure its own number."

### 3. You Do: Independent Detective Work

**Educator says:** "Okay, Detective, you've got this! Your turn to lead the hunt. Can you find the number 3?"

- The learner finds the number 3 card.
- **Educator asks:** "What number is that?"
- **Educator instructs:** "Awesome! Now, can you count three treasures and put them in our box all by yourself?"

Continue this process for numbers 4 through 10, providing encouragement and support as needed. Let the learner have fun with the "hunting" part.

## Part 3: Conclusion (Mission Accomplished!) - 5 minutes

### 1. Recap and Share

**Educator says:** "Wow, Detective, you completed the mission! Let's look at all the treasure we collected." (Open the box).

**Educator says:** "Let's check our work. I'm going to pull out a pile of treasure. Let's count it together... one, two, three, four! Which number card matches this treasure?" (Have the learner find the "4" card).

Repeat this for a few different numbers to reinforce the connection between the quantity and the numeral.

### 2. Reinforce Takeaways and Reflect

**Educator says:** "You were an amazing Number Detective today! We practiced saying our numbers, we found what the numbers look like, and we counted real things to match them. You learned that numbers are not just words—they tell us 'how many'!"

**Ask for reflection:** "What was your favorite number to find today? Which treasure was the most fun to count?"

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## Assessment

### Formative (During the lesson)

- **Observation:** Watch the learner count aloud. Are they saying the numbers in the correct order?
- **Questioning:** When the learner finds a card, ask, "What number did you find?"
- **One-to-One Correspondence Check:** As the learner counts objects into the box, watch to see if they are touching each object only once and saying one number for each object.

### Summative (At the end of the lesson)

- **Show Me Challenge:** "Can you draw a picture with 5 suns in it? Then, find the number 5 card and put it next to your drawing." This assesses number recognition and counting in a creative way.

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## Differentiation and Adaptability

### For Learners Needing More Support:

- **Focus on a Smaller Range:** Start with numbers 1-5. Once mastered, you can add 6-10 in a future lesson.
- **Use Sensory Numbers:** Use number cards made of sandpaper or with raised glue so the

learner can trace the number with their finger as they say it.

- **Hand-over-Hand Counting:** Gently place your hand over the learner's and guide them to touch each object as you count together.

#### **For Learners Ready for a Challenge:**

- **Extend the Hunt:** Hide number cards from 11-20.
- **Simple Addition:** After finding two numbers (e.g., 2 and 3), ask, "You have two treasures and three treasures. How many treasures do you have all together?"
- **Numerical Writing:** After finding a number card, have the learner try to write the number on a piece of paper or a small whiteboard.