

High-Five Counting Challenge (Numbers 1-5)

Materials Needed

- 5 small, engaging objects (e.g., small blocks, plastic animals, or even cheerios/grapes for a snack reward)
- A small basket or opaque container ("The Treasure Box")
- A designated counting space (e.g., a placemat or large sheet of paper)
- Optional: Index cards with numbers 1, 2, 3, 4, 5 written on them

1. Introduction: The Mystery Count (1 Minute)

Hook and Objective Setting

Educator (High Energy Tone): "Toby! We only have 10 minutes for a super speedy challenge today! I have a secret Treasure Box, and it holds some awesome counting treasures. Our job today is to learn how to give every single object its own special number, all the way up to five!"

Success Criteria: "You know you are successful today if you can count the items correctly and give me a high-five for each one!"

Learning Objectives (Student Friendly)

- I can touch each object only once when I count.
- I can count sets of objects up to five.

2. Body: Active Counting Practice (8 Minutes)

I Do: Modeling the One-to-One Rule (1 Minute)

Activity: The Slow Count

Educator: "Watch me carefully. Counting means one touch for one number. It's like giving each item a name tag! I'm going to take three things out of the box." (Takes out 3 items.)

Educator (Demonstrates slowly, moving the item slightly as it's counted): "One... (touch, move), two... (touch, move), three! (touch, move). I moved them so I know I counted them!"

Key Phrase Repetition: "One touch, one number! Say it with me: One touch, one number!"

We Do: Guided Practice - The Build and Blast (3 Minutes)

Activity: Stacking the Blocks/Items

Educator: "Let's work together! Let's build a tower with five items. Every time we put an item on the tower, we count it."

1. (Place 1st item) "One!" (Toby helps count and place.)
2. (Place 2nd item) "Two!" (Toby helps count and place.)
3. ... continue to five.

Transition: "Great job counting up! Now, let's count them on the way down! When we knock the tower over, we count them as they crash!" (Encourage loud, dramatic counting as the tower is disassembled.)

Formative Assessment: Observe if Toby is maintaining one-to-one correspondence (touching the item when he says the number). If not, repeat the slow modeling with fewer items (e.g., just 3).

You Do: Independent Practice - The Secret Number Match (4 Minutes)

Activity: The High-Five Challenge

Setup: Place the five objects scattered on the counting mat.

Educator: "I'm thinking of a secret number between 1 and 5. I want you to count out that many items and put them in the Treasure Box."

1. **Challenge 1 (Target 3):** "Find me 3 items! Show me your counting touch!" (Toby counts and moves 3 items. If successful, give immediate verbal praise.)
2. **Challenge 2 (Target 5):** "That was awesome! Now for the big one! Can you count 5 items and line them up neatly?"
3. **Challenge 3 (Relevance/Choice):** (If using snacks/small toys) "Now, count the 5 items again. For every item you count correctly, you get to keep it!" (This provides high motivation and immediate feedback.)

3. Conclusion: Wrap-Up and Recap (1 Minute)

Closure and Summative Assessment

Educator: "Wow, you were so fast! Let's do a final check. How many fingers am I holding up?" (Hold up 4 fingers.) "Can you count them?"

Toby Counts: (Learner demonstrates the skill one last time.)

Educator: "Fantastic! You used the 'One touch, one number' rule perfectly today! You can count objects all the way up to five!"

Differentiation and Extension Options

- **Scaffolding (If Difficulty):** Reduce the task to counting only two or three very large, distinct objects. Use auditory cues (clapping for each count) to slow the pace. Focus only on the numbers 1, 2, 3.
- **Extension (If Mastery of 5 is quick):** Introduce a higher quantity (6 or 7). Ask Toby to compare two groups: "Here are 5 blocks, and here are 2 blocks. Which group has more?" (Introducing early comparison vocabulary.)
- **Universal Adaptability:** The items (blocks/snacks) can be adapted easily across contexts (e.g., office supplies for training, curriculum manipulatives in a classroom). The core skill remains the same.