



One-to-one Correspondence – Pre-Kindergarten

Ohio Standards Connection

Number, Number Sense and Operations Standard

Benchmark F

Count, using numerals and ordinal numbers.

Indicators

2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).
3. Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).

Mathematical Processes

Benchmark F

Draw pictures and use physical models to represent problem situations and solutions.

Lesson Summary:

Children touch, move and point to objects as they count, collect items of a given number and record the number of items they have using one-to-one correspondence.

Estimated Duration: 50 minutes over several sessions

Commentary:

Students learn to count and keep track of objects using one-to-one correspondence. By moving, touching and pointing to objects they organize counting to determine the number in a set accurately. Throughout the year, model counting objects for the children. Count all sorts of things, like the number of children present, the number of boys and girls, the days on the calendar, the children wearing tennis shoes, etc. . . Read number stories to the children, in large and small groups, that require them to count the objects on the page. Model one-to-one correspondence and ask questions as materials are distributed throughout the day. For example, count the number of children sitting at the art table and ask how many pieces of paper are needed in order for each child to have a sheet. Count as each sheet is distributed.

Pre-Assessment:

Informally assess children as they participate in the various parts of their daily routine. This setting provides opportunities to observe children while they are engaged in real activities, instead of isolating and “quizzing” them. Activities that are part of the daily routine are less intimidating and occur naturally, such as:

- counting how many boys came to school today,
- distributing napkins for snack
- counting the number of blocks used to make a building
- counting how many red crayons are in the Art Area and having them determine if there are enough red crayons for everyone at the table to have one.

Scoring Guidelines:

Observe and interact with children, making note of how they count and demonstrate one-to-one correspondence as they distribute objects. Use Attachment A, *Pre- and Post-Assessment Checklist*, to record observations. After recording children’s names, make several copies of this attachment to use for on going assessment.