

# Day 1

## Learning focus

Counting to 8

## Starter

**Unit 7 Numbers to 10**

**Counting to 6, 7 and 8**

How many pencils are there?

Let's sing.

**PREREQUISITE CHECK**

**PREREQUISITE CHECK** Counting 5 pencils displayed in various orientations.

**WAYS OF WORKING** Whole class  
Provide real pencils for children to recreate the image and line up the pencils to count them.

**IN FOCUS** This **Prerequisite check** practises the Unit 1 skill of counting to 5 accurately.

### ASK

- Can you remember how to count?
- Which number do you start the count with?
- What could help you to count accurately?
- How can you check that you have counted correctly?

## Before you teach

- What resources will you provide for children who find counting from a picture more difficult?
- How will you provide scaffolding to build up children's ability to relate amounts of concrete materials and abstract numbers to one another?
- Are all children able to make numbers they are familiar with on the five frame?

### Animal legs

*I am an ant.*  
[Children repeat.]  
*Let's count my legs.*  
[Children repeat.]  
*I've got 1 and 2, 3 and 4,  
5 and 6. SIX!*  
*I am an ant.*  
[Children repeat.]  
*I've got six legs!*  
[Children repeat.]

*I am a spider.*  
[Children repeat.]  
*Let's count my legs.*  
[Children repeat.]  
*I've got 1 and 2, 3 and 4,  
5 and 6, 7 and 8. EIGHT!*  
*I am a spider.*  
[Children repeat.]  
*I've got eight legs!*  
[Children repeat.]

### STIMULUS

**STIMULUS** Song: Animal legs  
Introduce the song to children.  
The song can be repeated with different animals including scorpion (8 legs), beetle (6 legs), horse (4 legs), human (2 legs).

**WAYS OF WORKING** Whole class  
Provide children with toy animals to sing the song about. They should touch the legs of the animals as they count.

**IN FOCUS** Play the **Stimulus** song to encourage children to count forwards to 8. Once the song has been modelled by the teacher, other children can take the lead in the song whilst the rest of the class repeats the lines.

The song will encourage children to think about different animals and use their counting for a purpose to count the total number of legs. Children may be excited to share their favourite animal and how many legs it has.

### ASK

- Which animals have 4 legs?
- How many legs does a spider have?
- Can you think of another animal you could sing about?
- Can anyone think of an animal with 3, 5 or 7 legs?
- Which creature has more legs, a spider or an ant?

**GET ACTIVE** When children are singing, encourage them to show the numbers they are saying on their fingers one by one. Children could also create different actions for each animal that they are singing about.

# Day 2

## Learning focus

Cardinality to 8

## Discover

**WAYS OF WORKING** Whole class or small groups

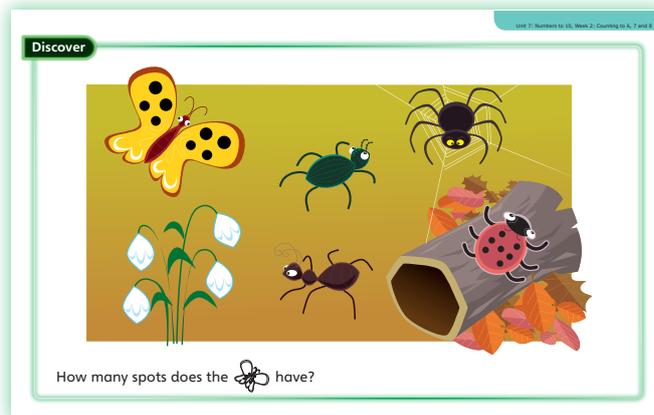
**IN FOCUS** Children use the **Discover** picture to count the different features of the creatures (legs, spots).

### ASK

- How many spots does the butterfly have? Can you point to each spot as you count?
- What can you use to represent the spots? How many have you got altogether?
- How else could you represent the spots? What can you use to help you count?

**STRENGTHEN** Use the butterfly template (photocopiable 8) and draw the spots shown in the picture on the butterfly. Encourage children to touch each spot as they count then to put a counter on top of each spot, counting again to check.

**DEEPEN** Ask: What else can you see on the picture? Can you count anything else? Children might link back to counting



legs on the animals or they may count the spots on the ladybird. Encourage children to discuss their favourite animals and bugs. How many legs do they each have?

## Share

**WAYS OF WORKING** Whole class

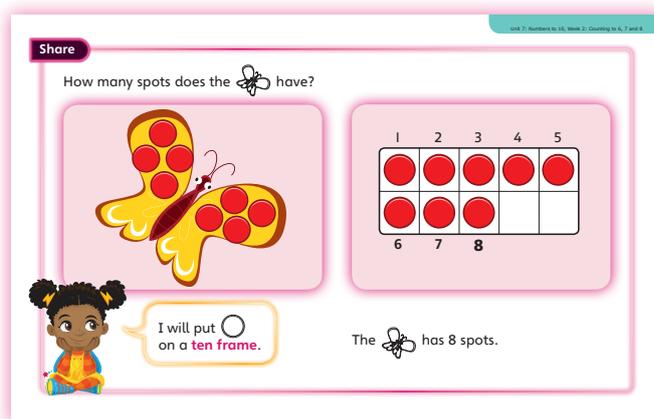
**IN FOCUS** For the first time, children use counters to support their counting to 8 and a ten frame to represent the number of spots. Remind children of the five frame, introduced in Term A, discussing what is the same and what is different about the ten frame. Children could begin by counting out up to 8 counters then placing them on the ten frame in any order. They compare their ten frame with a partner's. Discuss what is the same and what is different about the way the counters have been placed. Use the **Ten frame teaching tool** to model moving counters onto a ten frame.

### ASK

- Can you point to and say each number aloud as you count? How many spots are there altogether?
- Do you need to count all the counters on the ten frame? Can you see that 8 is 5 and 3 more?
- Does it matter which spaces you fill in on the ten frame? Could you have used the ten frame in a different way?

**STRENGTHEN** Encourage children to practise using the ten frame by counting the number of spots on the ladybird in the **Discover** picture. Provide children with a ladybird template (photocopiable 9) for them to add the spots to, using counters, which they can then transfer onto a ten frame.

**DEEPEN** Draw children's attention to the numerals around the ten frame. Ask if they can read them. Encourage children



to use counters and a ten frame to show all the things they can count in the **Discover** picture. Does it matter where the empty spaces are in the ten frame? [No.] Sing the **Stimulus** song again and ask children to lead the singing by singing the first line by themselves or even introducing new creatures into the song.

**GET ACTIVE** Encourage children to use the butterfly template (photocopiable 8) and place up to 8 counters on it. Children work in pairs, asking their partner to count how many there are altogether. Children can challenge each other to count the counters on the butterfly and place them on a ten frame.

# Day 3

## Learning focus

Counting different representations up to 8

## Think together

### WAYS OF WORKING Whole class

Ensure coloured pencils, counters and ten frames are available for children to use. Use the **Ten frame teaching tool** to represent the spots on a ten frame.

### IN FOCUS

In Question 1, children count 6 spots on a butterfly. Question 2 repeats this image with the addition of 2 larger spots in a different colour, so that children realise that objects do not have to be the same size or colour to be in the same count. They consider what is the same and what is different about the two pictorial representations. This will move them towards seeing how 8 can be made up of smaller numbers, 6 and 2, which prepares them for learning number bonds to 10 later on.

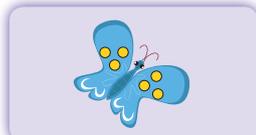
### ASK

- Question 1: *How many spots are there altogether? Can you point to each spot as you count? How many spots are on each side? Do you need to use counters to help you count?*
- Question 1: *Can you count the number of spots without pointing to them? Can you count in your head?*
- Question 2: *In what way is this butterfly the same as the other one? Which spots are in the same place? Can you start counting at 6 and count on to find how many there are altogether? Can you show this on a ten frame?*

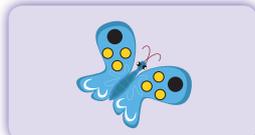
Unit 7: Numbers to 10, Week 2: Counting to 6, 7 and 8

**Think together**

1 How many spots are there?



2 How many spots are there?



I will use ○.

What's the same?  
What's different?



- Question 2: *How is this butterfly different? Does it matter that the spots are a different size and colour?*

**STRENGTHEN** Use the butterfly template (photocopiable 8) and a dice and provide a selection of coloured sticky spots. Children choose a colour, roll the dice and put that number of spots on the butterfly. Children choose a different colour and roll again.

**DEEPEN** Give children a ten frame and 8 counters. Ask: *How many different ways can you show 8 on the ten frame?*

## Practice: Journal 1

### WAYS OF WORKING Independent thinking

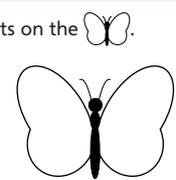
**IN FOCUS** Children draw 7 petals on a flower and 8 spots on a butterfly. Children can print the petals and spots or draw around counters for support. They can also be challenged to draw different amounts of things onto their flower and butterfly, such as 5 yellow spots, 7 red spots, 6 blue lines or 8 leaves.

**MASTERY CHECKPOINT** Check that children have drawn the right number of petals and spots. Are they able to represent other numbers in different ways? Check that children can count out 7 and then 8 counters and represent each on a ten frame. Can they represent them in more than one way?

Unit 7: Numbers to 10, Week 2: Counting to 6, 7 and 8

**Practice**

Draw 7 petals on the .

Draw 8 spots on the .

**ELG 11: Mathematics: Numbers** count reliably with numbers from 1 to 8  
**ELG 4: Physical development: Moving and handling** handle equipment and tools effectively, including pencils for writing

**Strengthen:** Can you count out 7 counters? Can you count out 8 counters? Can you draw round the counters or show the spots on the page using the counters? Can you count the petals/spots to check your answer? Touch each petal/spot as you count.  
**Deepen:** How many spots are on each side of the butterfly? Now can you draw 7 lines on the butterfly? Can you draw other patterns and say how many you have drawn? Have you drawn the same number on each side or a different number?

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# Day 4

## Learning focus

Representations of 8

## Challenge

### WAYS OF WORKING

Whole class or in pairs  
Provide children with counters, cubes and ten frames to support them in their learning.

### IN FOCUS

Children count up to 8 using the features of natural objects, looking for what is the same about the pictures and what the possible differences are, to help them determine which is the odd one out.

### ASK

- Can you count the items in each picture? Which is different? How do you know?
- What does 'odd one out' mean?
- Which picture do you think is the odd one out? Why?
- Is the ladybird the odd one out? Why?
- Could the flowers be the odd one out? Why? [Because they are plants and the others are animals.]
- Could any other picture be the odd one out? Why not?

### STRENGTHEN

To reinforce counting up to 8, make model animals with varying numbers of legs, using paper plates and pipe cleaners. Count the legs one by one. Use a range of small toy animals, pictures of animals or children's own paper plate animals. Ask: *Which animal is the odd one out? Touch each leg as you count to see how many legs each animal has.*

Unit 7: Numbers to 10, Week 2: Counting to 6, 7 and 8

**CHALLENGE** Which picture is the odd one out?

I will count.

Does it matter if the are different colours?

### GET ACTIVE

Give children a piece of paper split into four sections to create their own odd one out game. Children need to collect items to put in each section. They could use toy animals or groups of items in each section to represent numbers up to 8, such as 5 pencils, 5 pairs of scissors, 5 rubbers and 6 crayons. Children should swap games and identify which is the odd one out.

# Day 5

## Learning focus

Counting to 8 using abstraction

## Practical activities

### WAYS OF WORKING Whole class

You will need a large jar of marbles and a tin for this activity.

### IN FOCUS

Children count the number of marbles by listening to the sound of each one being dropped into a tin, which encourages thinking of numbers as an abstract concept as well as an amount they can physically count. Children can check their answer by counting the marbles using one-to-one correspondence. Children also count backwards to count the marbles back out of the tin.

### GET ACTIVE Counting marbles

Drop 7 marbles slowly into a tin, one at a time. Ask: *How many marbles do you think are in the tin? How do you know? Can you check by counting the marbles out of the tin?* Next, count out the marbles in front of children. You could give one marble each to a child so they can see that there are 7 altogether. Put the marbles back into the tin, counting them in carefully together. Now take them out, one at a time, starting with 7, and counting backwards from 7 down to 0. Say: *There are none left in the tin.* Adapt the game by dropping different amounts of marbles into the tin (up to and including 8) and then counting them back out.

## Reflect: Journal 2

### WAYS OF WORKING Independent thinking

### IN FOCUS

Children bring all their learning around the number 8 together to represent 8 in multiple ways. Encourage children to use the ten frame to show 8 in different ways. Remind children about the different ways they have shown 8 throughout the week. Prompt them to think about abstraction, too. Ask: *Are 8 claps still 8, even if there's nothing to see or touch? Can you think of any different ways to show 8?*

### MASTERY CHECKPOINT

**Children who have mastered this concept** can represent 8 using counters and a ten frame. They can count forwards to 8 and identify numbers up to 8 by counting.

**Children who have not yet mastered this concept** can represent 8 using counters and a ten frame with support. They are starting to count objects independently, touching each object as they count.

**Children who have mastered this concept with greater depth** can represent 8 on a ten frame in various ways. They can count forwards and backwards to 8 independently. They can identify numbers up to 8 by counting and are starting to count in their head and subitise smaller amounts.

Unit 7: Numbers to 10, Week 2: Counting to 6, 7 and 8

Reflect

Show 8.



I can show 8 lots of ways.

**Strengthen:** What can you use to help you show 8? Can you use the ten frame? Is there another way to show 8? How do you know you have got 8? [Reinforce touching objects or pictures as the child counts.] What could you draw to show 8?

**Deepen:** How many different ways can you find to show 8? Look at your partner's work. What's the same? What's different?

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# Counting to 9 and 10

## Learning focus

This week, children will learn to count to 10. They will be introduced to the numbers 9 and 10 and use the ten frame to scaffold their counting to 10.

## Small steps

- Previous step: Counting to 6, 7 and 8
- **This step: Counting to 9 and 10**
- Next step: Comparing groups up to 10

## COMMON MISCONCEPTIONS

Children may count too few or too many. Counting the same object more than once is common. Children should be encouraged to line up objects when counting and touch each object as they count. Ask:

- *Have you counted carefully? Can you check by counting again slowly?*

Children may think that objects need to be in a single row to be countable. Show 6–10 counters in one row, then move them into two rows as represented on a ten frame. Ask:

- *How many counters are there in this row? How many counters are there now? How many counters fill this part of the ten frame?*

## KEY LANGUAGE

**In lesson:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten, how many, count, group, same, different, totals

**Other language to be used by the teacher:** collections, altogether, ten frame, dice, method

## STRUCTURES AND REPRESENTATIONS

ten frame, multilink cubes, counters

## RESOURCES

**Mandatory:** ten frame, counters, multilink cubes, box of buttons

**Optional:** 1–10 bead string, large dice, digit cards, containers, hula hoops, bean bags, glue, card, transparent containers, small objects, plates, cups, action cards (photocopiable 10), shells, precious stones

## EXPLORE

Taking every opportunity throughout the school day to build and reinforce mathematical concepts gives children's learning purpose and meaning in the wider context of their lives.

ACTIVITY	AREA	DESCRIPTION	RESOURCES
Matching numerals	Maths area	Children match the digit cards 1–10 to transparent containers containing that number of objects.	Transparent containers, countable objects up to 10, digit cards 1–10
Counting bean bags	Hall or outside	Children roll the dice and then throw that number of bean bags into the hula hoop. They then count how many they actually got in the hoop.	Large dice, hula hoops, bean bags
Set the table	Home corner	Ask children to set the table ready for snack time for either 9 or 10 children.	Plates, cups

# Day 1

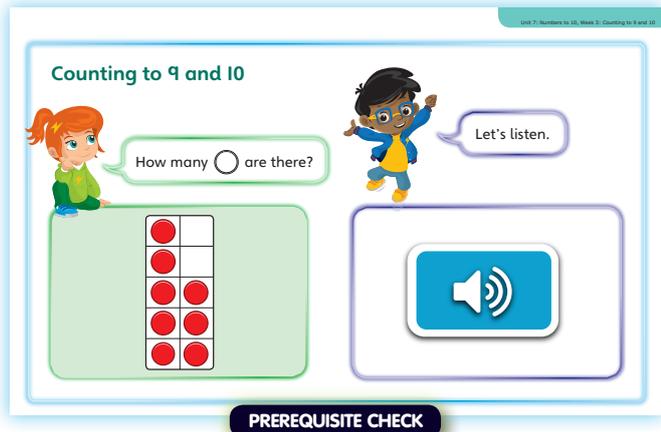
## Learning focus

Cardinality of 9 and 10

## Before you teach

- How will you provide scaffolding to aid children to relate amounts of concrete materials to abstract numerals?
- How will you support children's counting throughout the day? Consider how counting can be incorporated into daily routines.
- How will you encourage children to count objects out from a larger group?

## Starter



Counting to 9 and 10

How many ○ are there?

Let's listen.

PREREQUISITE CHECK

**PREREQUISITE CHECK** Counting 8 counters shown in a ten frame.

**WAYS OF WORKING** Whole class

**IN FOCUS** The **Prerequisite check** confirms that children can count to 8 accurately when 8 is represented with counters on a ten frame. Some children may see that 8 can be made up of 5 and another 3.

### ASK

- *What are these called?* [counters, ten frame]
- *Where will you start to count?*
- *How do you know when you have counted them all?*

**STIMULUS** Story: Birthday buttons

It was nearly Isha's birthday. Amna needed to find some buttons to decorate her friend's birthday card. Later that day, while tidying her bedroom and picking the socks up from under her bed, she felt a strange object. Amna pulled the object out from under the bed. It was a box. Amna shook the box and something inside rattled. Excited, Amna carefully opened the box and peered inside. There were ... buttons! Lots of buttons, all different colours, shapes and sizes. 'Wow!' said Amna out loud. 'How many buttons are there?'

**WAYS OF WORKING** Whole class

Prepare a box containing a selection of 10 interesting buttons. Play the audio story and explain that you have brought Amna's box into class. Children can guess how many buttons there might be. Open the box and explain that you are going to count the buttons.

**IN FOCUS** When counting the buttons, focus on one-to-one correspondence, stable order and cardinality (the last number you say in a count being the total). Give each button to a child and line them up at the front of the class so you can count the buttons by pointing to each child. This will support the one-to-one correspondence of counting to 10, and will help children to avoid counting the items more than once.

### ASK

- *How many buttons do you think there could be?*
- *Let's count them out one by one. How many buttons are there?*
- *Can you count them back into the box? Are there still the same number if you put them back in this order?*

**GET ACTIVE** Using the story as a stimulus, make button birthday cards. Children can choose up to 10 buttons to decorate their cards.

# Day 2

## Learning focus

Counting up to 10

## Discover

**WAYS OF WORKING** Whole class or small groups  
Ensure counters and ten frames are available to support children's learning. If possible, provide the items represented in the **Discover** picture so all children can physically count the objects.

**IN FOCUS** Children use one-to-one correspondence to count objects up to 10. They continue to develop their understanding of cardinality.

### ASK

- How many containers are there in the picture?
- What different items can you see?
- Can you count the shells by pointing to each shell as you count?
- How can you use counters to help you count the shells? Can you use one counter for each shell?
- How might the ten frame help you to count the shells?

**STRENGTHEN** Have containers to represent those in the **Discover** picture. Use the actual objects (shells, badges, precious stones and buttons) if they are available, otherwise use cubes or counters to represent the objects. Count the objects out of the basket or jar by removing them one at a time.



**DEEPEN** Ask children to represent the **Discover** picture themselves by counting the relevant number of items into the container. Can they count them back out again?

## Share

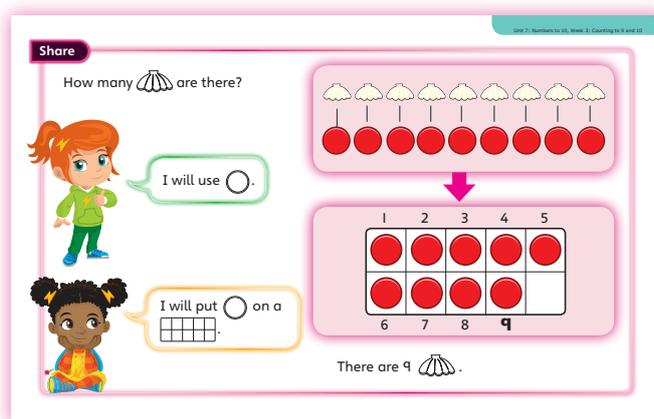
**WAYS OF WORKING** Whole class

**IN FOCUS** Children use a horizontal ten frame to support counting up to 10. Work to develop the understanding of filling the top row first to encourage children to develop the understanding of 9 and 10 as 5 and 4 more, or 5 and 5 more. Use the **Ten frame teaching tool** to replicate the ten frame in the **Share**.

### ASK

- How many shells are there? Can you use the counters to represent the shells?
- How can you use a ten frame to count the shells? Can you fill the top row first and then move to the bottom row? There are 5 and 4 more, you have 9 altogether.
- Whose method do you like, Flo's or Astrid's? Can you say why you like their method?

**STRENGTHEN** Make a single line of counters on the floor. Show how you can move 4 counters to make a new line that looks like the ten frame arrangement. Encourage children to touch each counter as they count them and say the number of the last counter more loudly to reinforce cardinality.



**DEEPEN** Draw children's attention to the numerals around the ten frame. Ask children if they can read them. Ask: Can you represent each number using counters?

**GET ACTIVE** Use ten frames and counters to count the other objects in the **Discover** picture. How many precious stones or badges are there? Ask children to make each number on a ten frame, encouraging them to fill the top row first.

# Day 3

## Learning focus

Counting different representations up to 10

## Think together

### WAYS OF WORKING Whole class

Ensure counters and ten frames are available to support children's learning.

### IN FOCUS

Children continue to count up to 10 by representing amounts using buttons and then counters on a ten frame. The ten frame is presented both vertically and horizontally. Draw children's attention to what Flo and Ash are saying and encourage them to use the words *same* and *different* to discuss the representations. Use the **Ten frame teaching tool** to replicate the questions and demonstrate how the ten frame can be rotated without the amount changing. As children become more confident, they should be able to recognise a number on a ten frame without counting. The small step of progression from Question 1 to Question 2 is the step from counting real objects (buttons) to counting mathematical representations of an amount (counters).

### ASK

- How many buttons or counters are there? Can you point to each one as you count? Can you start counting from 5 as you know there are 5 on the first row?
- How are the ten frames the same? Are there the same number of buttons and counters? Can you make both representations using ten frames and counters to check?

## Practice: Journal 1

### WAYS OF WORKING Independent thinking

### IN FOCUS

Children represent 9 and 10 in their own way on the ten frame. For the second part, children could draw round actual counters in the ten frame. Encourage children to touch each counter as they count. Some children may be able to write the numbers around the ten frame.

### MASTERY CHECKPOINT

Ensure that children have drawn the right number of flowers and counters on the ten frame. Check how children count the total: do they need to count one by one or are they beginning to subitise and use number bonds to make numbers more efficiently? Do they understand that 9 is one less than 10, so they will have 2 full rows and then one less on the ten frame? Can they spot 9 and 10 without counting?

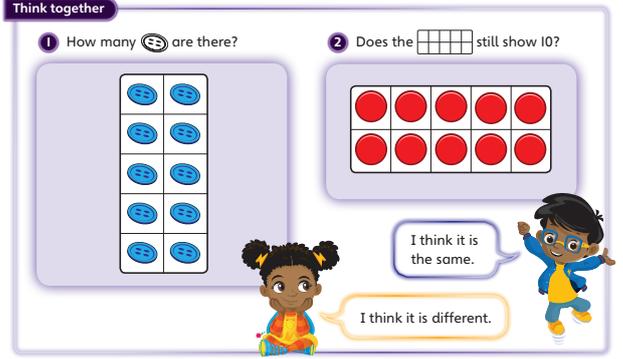
Unit 7: Numbers to 10, Week 3: Counting to 9 and 10

**Think together**

1 How many € are there?

2 Does the 


 still show 10?



### STRENGTHEN

Count items out of a box by taking them out one at a time and placing them on ten frame. Fill the top row first followed by the bottom row.

### DEEPEN

Set up pictures of ten frames using the **Ten frame teaching tool** with the screen frozen so that you can just show it for a few seconds. Ask children to match the ten frame they see on screen by making it themselves. Ask: *How many counters are there altogether? Can you show the same amount in a different way on the ten frame?*

Unit 7: Numbers to 10, Week 3: Counting to 9 and 10

**Practice**

Draw 9 flowers.


Show 10.

1				
●				

ELG 1: Mathematics: Numbers count reliably with numbers from 1 to 10  
ELG 4: Physical development: Moving and handling handle equipment and tools effectively, including pencils for writing

**Strengthen:** How can you make sure you draw exactly 9 flowers? Can you use counters to help you check the number? Can you touch each counter as you count? Can you say the numbers aloud as you count?  
**Deepen:** Can you write the number next to each counter? Which number tells you how many there are altogether? Can you show 9 and 10 in more than one way? Is your way different from your partner's? Could you show 9 or 10 in a five frame? Why not?

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# Day 4

## Learning focus

Different representations of 9 and 10

## Challenge

### WAYS OF WORKING

Whole class or pair work  
Provide children with ten frames and counters to support learning. Encourage children who are confident to record the amount in each picture using numerals.

### IN FOCUS

Children will see different representations of 9 and 10, and will sort them into those that show 9 and those that show 10. Children make links between the representations and discuss what is the same and what is different about them.

### ASK

- Which pictures show 9? Can you point to each item as you count? Can you make the pictures using real objects?
- Which picture shows the number 10?
- Do you need to count each object or can you see the number without counting?
- Which picture is the odd one out? Can you explain why it is the odd one out?

### STRENGTHEN

Model how to make the pictorial representations shown in the **Challenge**. Link each representation back to the ten frame and use it to check the number of items, for example, break up the cubes and place them on the ten frame to count how many, or model this using the **Ten frame teaching tool**.

### DEEPEN

Give children two large pieces of paper: one piece with the number 9 on it, one with the number 10 on it. Ask children to fill the paper with different representations of that number. They may use concrete and pictorial representations to make the number. Can any children write the numeral?

Unit 7: Numbers to 10, Week 3: Counting to 9 and 10

**CHALLENGE** Which do not show 9?

I will count each group carefully.

Can you show how many with 9?

### GET ACTIVE

Label sets of two hoops with the numerals 9 and 10. Ask four pairs of children to make or draw the representations shown in the **Challenge** question and add them to the correct hoop. Ask two more children to show 9 and 10 in ten frames to add to the hoops. Ask the other children to collect groups of 9 or 10 items from around the classroom or outside area and put them in the relevant hoop.

# Day 5

## Learning focus

Count up to 10 from a larger group

## Practical activities

### WAYS OF WORKING Whole class

You will need digit cards 1–10 and action cards (photocopiable 10) for these activities.

**IN FOCUS** The focus of these activities is to encourage children to see that 9 and 10 can also be represented as an abstract amount. Children also count 9 or 10 from a larger amount. Encourage children to use containers to store the objects they count out and then to use a ten frame to double check they have counted correctly.

### GET ACTIVE Card and action game

Use digit cards 1–10 and action cards showing star jumps, hopping, clapping and skipping.

Choose a digit card and an action card and ask children to do the action that many times.

### Counting out from a larger group

Show children a large box containing about 30–40 items. Explain that lots of the items you have collected this week have been mixed together and you need to count them back out. Use the digit cards to choose a number and then ask children to count that number out from the larger group. Give each child a container to count the objects into. Once you have counted the objects out of the larger container, label how many items are in the smaller containers.

## Reflect: Journal 2

### WAYS OF WORKING Independent thinking

Have buttons and paper clips available for children to use to represent the **Reflect** activity.

**IN FOCUS** The focus of this activity is for children to count out 9 or 10 from a larger amount. Children consider different methods to help them count efficiently, including crossing out the items as they count, numbering the items as they count or putting counters on top of the items or on the ten frame. Children may need to use counters, lining them up to help them to count without missing any or counting any items more than once.

### MASTERY CHECKPOINT Children who have mastered this

**concept** can count to 10 using one-to-one correspondence. They can represent 9 and 10 on a ten frame. They are starting to recognise that they can count on using a ten frame understanding that a full row is 5. Children can count objects out from a larger group.

**Children who have not yet mastered this concept** can count objects in a straight line up to 10, touching each object as they count. They start to use the ten frame to support their counting but still need to count all the objects without making the link to counting on.

**Children who have mastered this concept with greater depth** can count to 10 efficiently and accurately. They are starting to subitise and can understand when they can count on to find the total without counting all the objects. Children can represent 9 and 10 in more than one way independently.

Unit 7: Numbers to 10, Week 3: Counting to 9 and 10

How many 😊 are there?




There are \_\_\_\_\_ 😊 .

There are \_\_\_\_\_ 📎 .

Can you count the 📎 ?

**Strengthen:** What can you use to help you count the items? Can you put a cube or counter on top of each button? How could you use the ten frame to help you count the cubes? Can you cross each item out as you count it? Can you say the sentence aloud? "There are \_\_\_\_\_ buttons."

**Deepen:** How can you use cubes or counters to help you count the items? Can you number each item in the picture? Can you complete the sentences using numerals? [Children who are not confident writing numerals to represent an amount can say the sentences out loud, or can draw the appropriate number of counters to represent the amount of each item.]

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