

Counting 1:1 Correspondence

Fast Facts

Curriculum Area: Mathematics
Grade Level: Kindergarten
Suggested Duration: 30 minutes

Stage 1 Desired Results

Established Goals

Montana Content Standards for Mathematics

Counting and Cardinality K.CC. 4 Understand the relationship between numbers and quantities; connect counting to cardinality.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object from a variety of cultural contexts, including those of Montana American Indians.
- Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

Counting and Cardinality K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects from a variety of cultural contexts, including those of Montana American Indians.

Indian Education for All Essential Understandings Regarding Montana Indians

Essential Understanding 1 There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Understandings

- Build the foundation for number sense using 1 to 1 correspondence.
- Learn information relating to the Blackfeet tribe.

Essential Questions

- How did you know there was __ (number) __?
- How did you know what Blackfeet manipulative you counted?
- Why do you have to touch each manipulative?
- Why do you have to practice counting manipulatives?



Students will be able to...

- count objects 1-10 using 1 to 1 correspondence.
- recall the Blackfeet manipulatives that were used.

Students will know...

- what manipulative they have counted by announcing it at the end (ex. "6 Blackfeet Flags").
- to count each manipulative once and in a way/order as to not recount them.
- they have counted a number set by pointing 1 to 1 and saying each number word for each manipulative.
- by practicing the 1 to 1 correspondence, it will help with number sense.
- some knowledge about the Blackfeet Indians.

Stage 2 Assessment Evidence

Performance Tasks

1. Classroom written work in the form of a drawing or words, if applicable.
 - a. What is your favorite number?
 - b. What is your favorite Blackfeet manipulative?

Performance Tasks

1. Classroom observations during the lesson, free choice time, or other classroom routines where counting appears.
2. Classroom conversations with a student or whole group discussions.
3. Asking questions for self-evaluation: Do you like to count? How can you become a better counter?

Stage 3 Learning Plan

Learning Activities

Introduce the lesson

"We are going to learn our numbers from 1-10 by counting manipulatives using 1 to 1 correspondence. To do this we will be using manipulatives that have pictures and information relating to the Blackfeet Tribe that is one of the 12 tribes of Montana. Each day we will learn our numbers, a new manipulative, and how it relates to the Blackfeet Indians. It is important to remember the information or the name of the manipulative because you will be asked questions throughout the lesson. Also, remember we are learning numbers and counting as well, so by the end we will be able to count using 1 to 1 correspondence."

Steps for each day you introduce a number

Show a copy of the manipulative you are going to count for that day. Using the definition sheet, tell about the manipulative. Have students repeat the name of the manipulative. Ask for one or two thoughts about the manipulative.

On the second day, review the previous manipulatives. Ask, "What have you learned about the Blackfeet Indians?" Record it on chart paper and save for the remaining days to review and reflect.

Practice counting to the next number being taught that day.

Introduce the number for the day. Discuss what they know about that number and record it on a different chart paper. Save for the remaining days to review and reflect. Have children go look for and count objects in the room relating to that number. Give them a few minutes to find something to count. Call back to group to discuss what they found/counted. Add these to the chart paper for the number of the day.

Model 1:1 counting with the number and manipulatives for the day. Model ways to organize their counting, touching the manipulatives, arranging them in lines or piles, or by counting left to right and top to bottom. Tell them that organizing what they count helps so they don't count the manipulatives twice.

Hand out the number of manipulatives for the day and have students practice counting at the table or desk. After they count, have them say out loud the number counted and the name of the manipulative; example, five Blackfeet lodges, etc. Have them count to a neighbor while you are going around observing and helping.

Pick up the manipulatives.

Come together as a group to recall the number and manipulative for the day. Ask one of the essential questions: How did you know there was __ (number) __? How did you know what Blackfeet manipulative you counted? Why do you have to touch each manipulative? Why do you have to practice counting manipulatives? Check for understanding or any confusion.

On the last day, have a class discussion regarding all the Blackfeet manipulatives they have learned. Then do the performance tasks listed above.

Provide practice time for counting with other manipulatives or objects as the day goes on. Look for opportunities to develop number sense by asking questions such as "How many drumsticks would you need for six drums?" "Do we have enough Blackfeet Flags for every person?," etc.

Resources

Websites for Background Information about the Blackfeet

[Montana Indians: Their History and Location](#)

[Indian Nations: Blackfeet](#)

[Montana Stories: Darrell Kipp](#)

Materials/Resources Needed

Definitions of Blackfeet manipulative material (see attached)

Blackfeet manipulative material (see attached)

Cardstock paper – enough for class to count numbers 1-10.

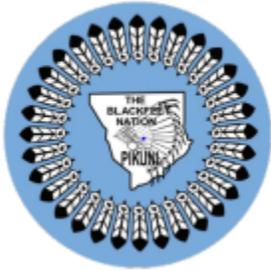
Chart paper to record class responses.

Montana Content Standards and IEFA Essential Understandings Regarding Montana Indians

[Montana Content Standards for Mathematics – Kindergarten](#)

[Essential Understandings Regarding Montana Indians](#)

Blackfeet Reservation



The reservation is home to the Blackfeet tribe. Of the approximately 15,560 enrolled tribal members, there are about 7,000 living on or near the reservation. The Blackfeet, or Southern Piegan (Amskapi Pikuni), combined with their three counterparts in Canada – the Blackfoot (Siksika), Blood (Kanai), and Northern Piegan (Apa'tosee Pikuni) – make up the Blackfoot Confederacy. The Blackfeet Reservation is in northwestern Montana along the eastern slopes of the Rocky Mountains. Its one-and-a-half million acres are bordered on the north by Canada and on the west by Glacier National Park.

Blackfeet Manipulatives -Definitions

Blackfeet Reservation Shape This is the current shape of the Blackfeet Reservation. This is a result of treaties made from 1851 to 1896. The reservation is in Montana next to Glacier National Park.

Buttons The buttons hold the lodge together in the front, above and below the door. They can be made of willow. They are peeled on the bottom and can have stripes on the top for decoration or identification.

Chief Mountain Shape A mountain in the Rocky Mountains, which is a ceremonial and spiritual place for the Blackfeet people and used by the Blackfeet people.

Drumstick A drumstick is a stick with buckskin at the top to use with a hand drum to sing honor songs. Songs are a significant part of the Blackfeet culture and life.

Eagle Feather Eagle feathers are used to adorn many ceremonial objects. It is illegal for anyone to sell eagle feathers.

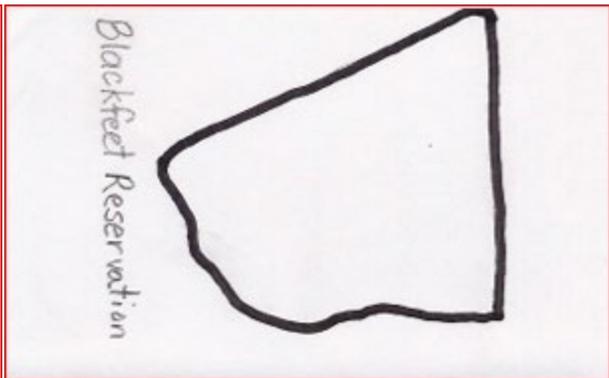
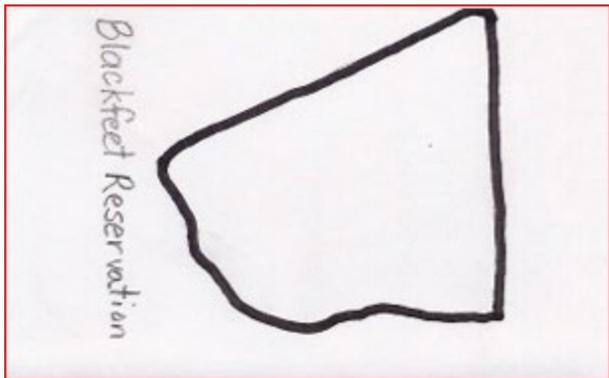
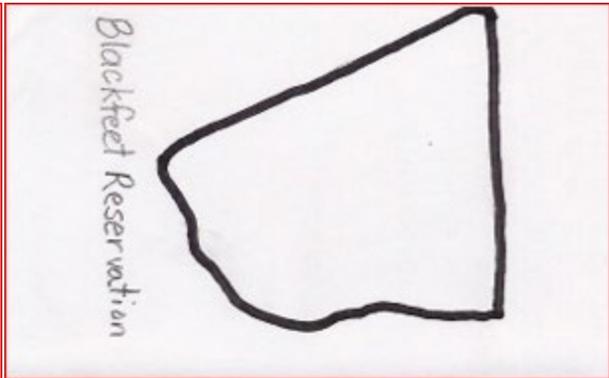
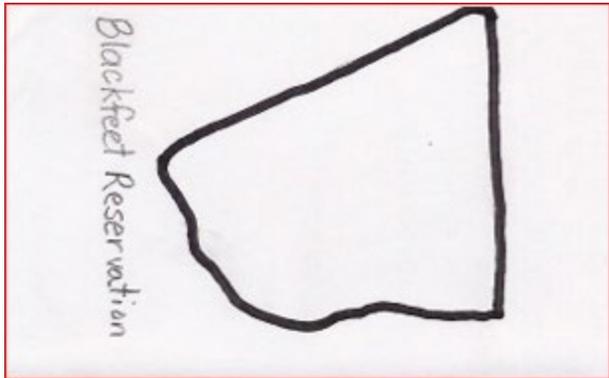
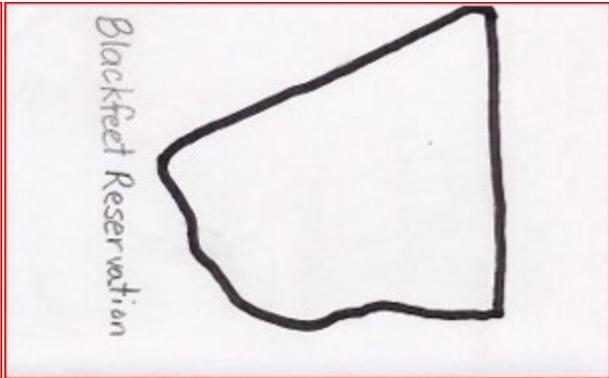
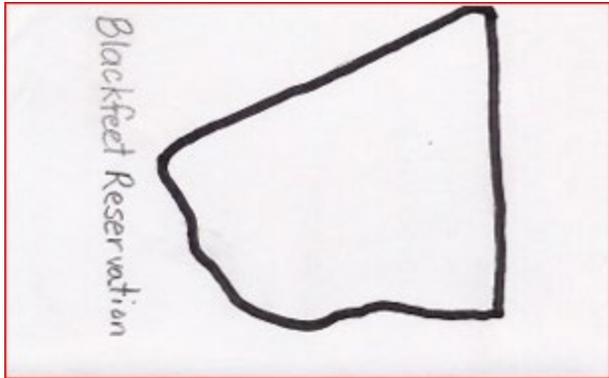
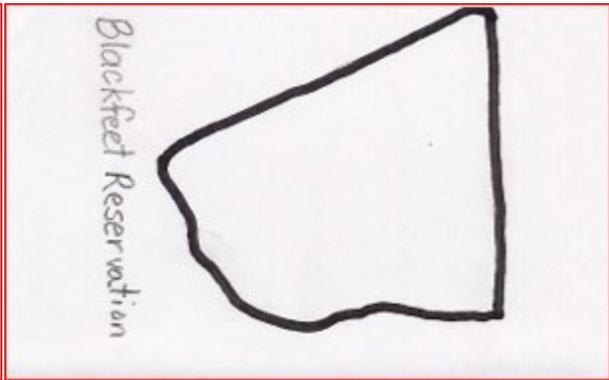
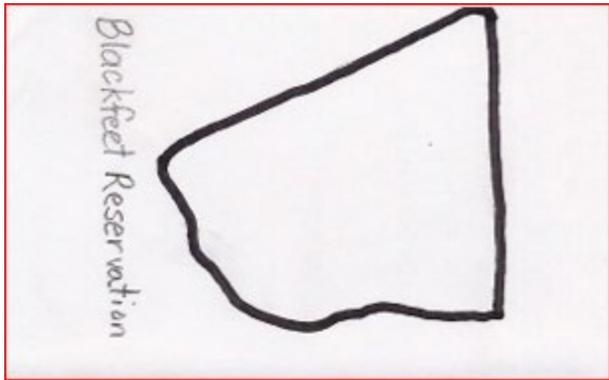
Hand Drum A small handheld drum made of animal skin stretched over a round wood frame. It is used by members of the tribe to sing honor songs for individuals who have accomplished great deeds. Blackfeet also use songs for courting, traveling, good luck, lullabies, and praise.

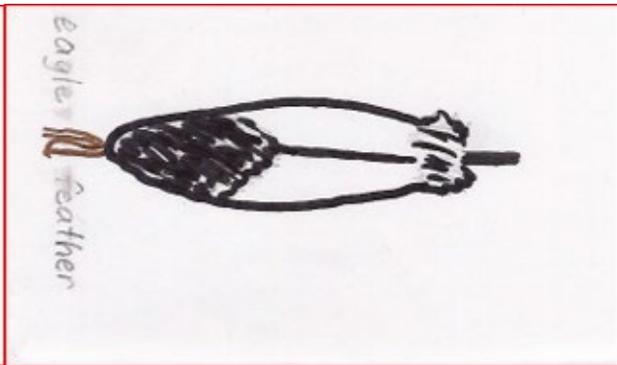
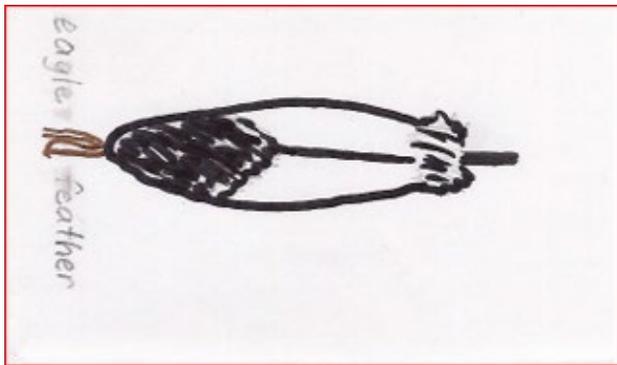
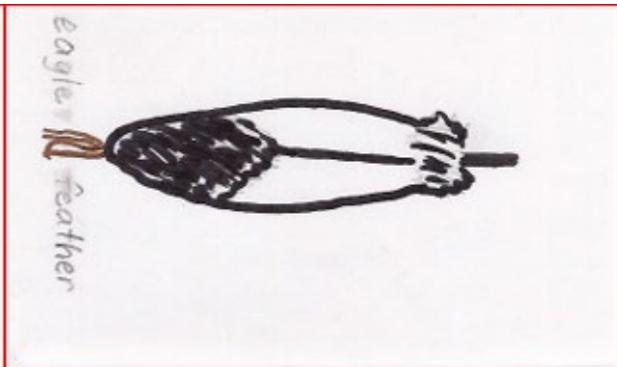
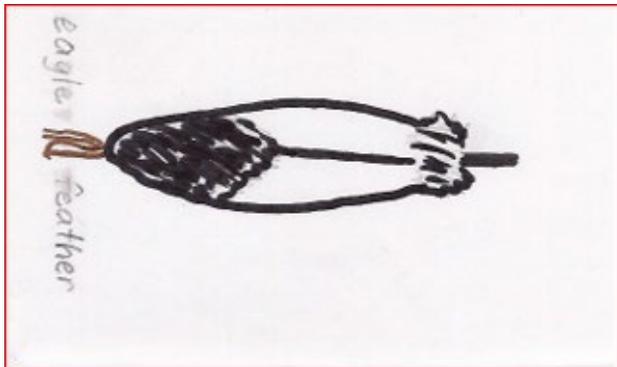
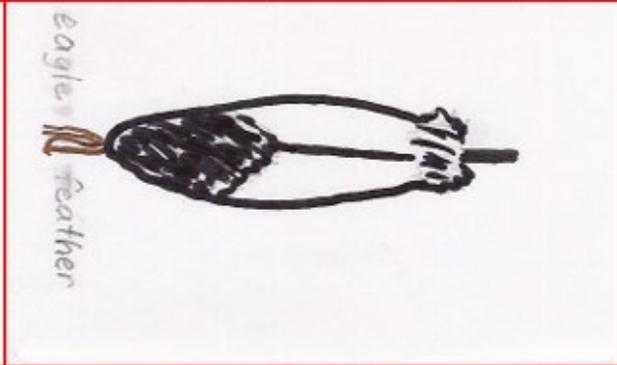
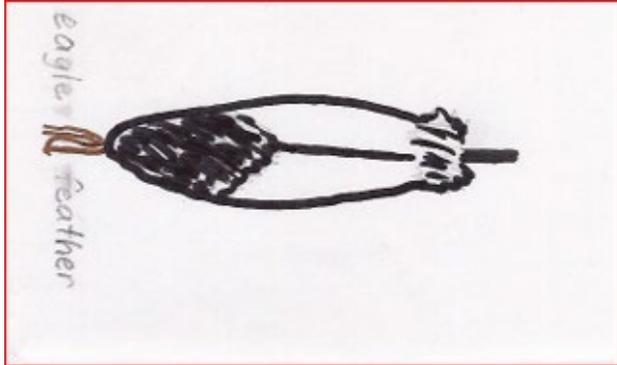
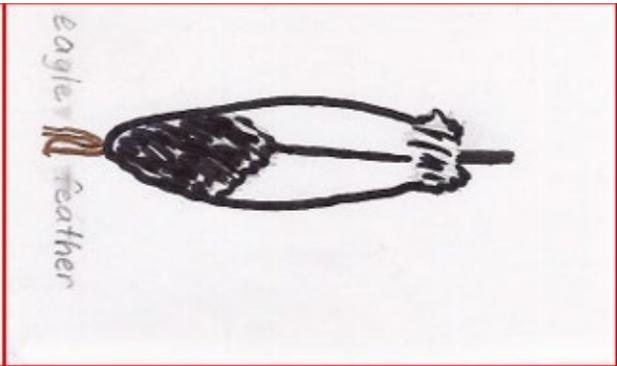
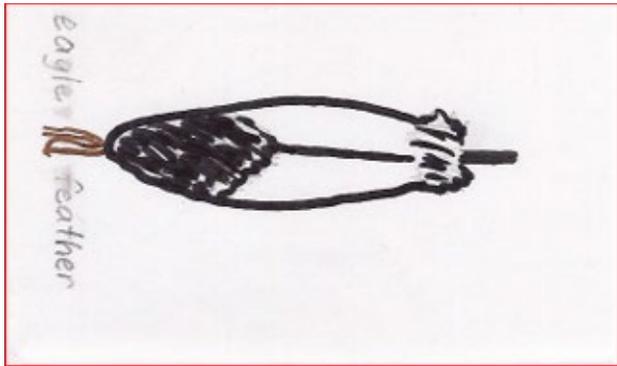
Lodge Poles The lodge poles are the structural support for the lodge coverings. A regular lodge uses about 22 poles per lodge. A Blackfeet lodge uses four main poles for the foundation, unlike other tribes, which use three. They are often called teepee poles.

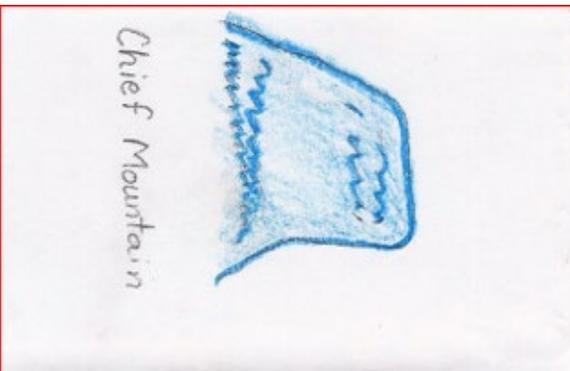
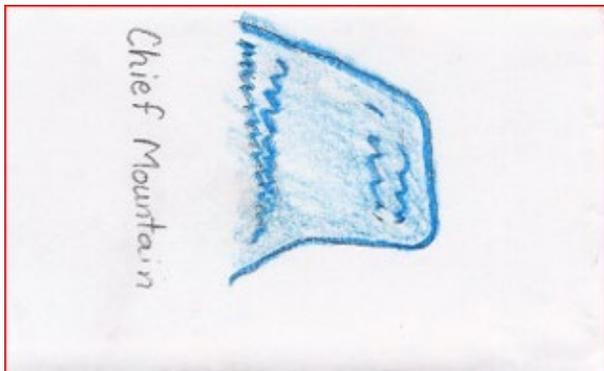
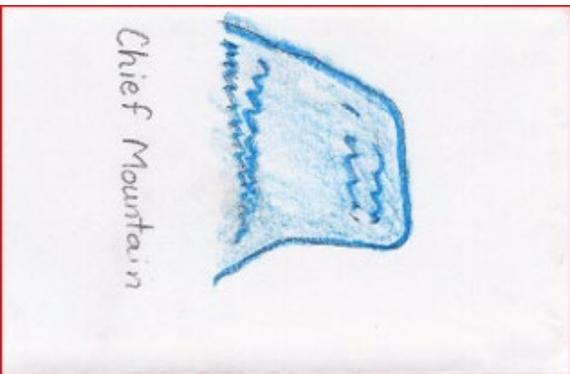
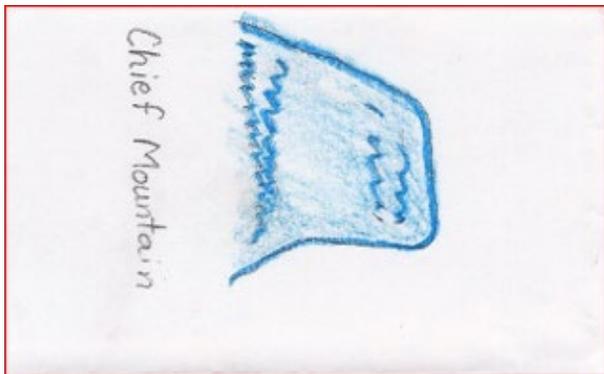
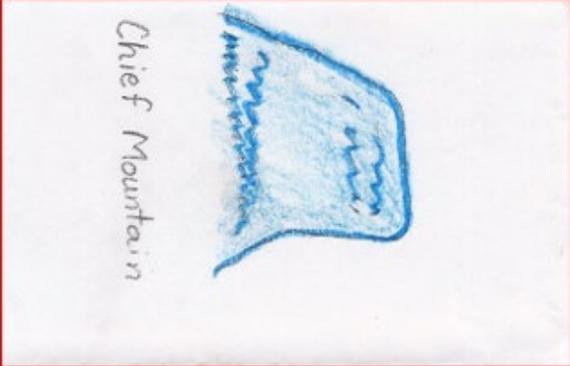
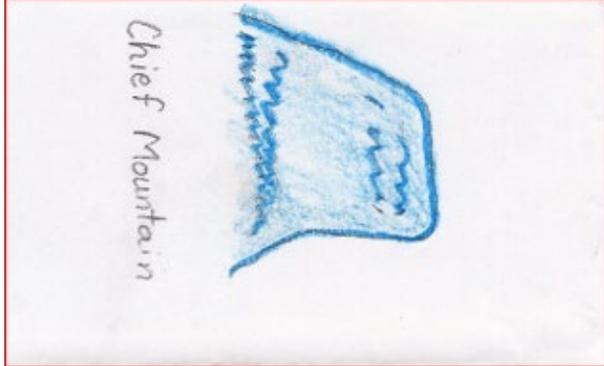
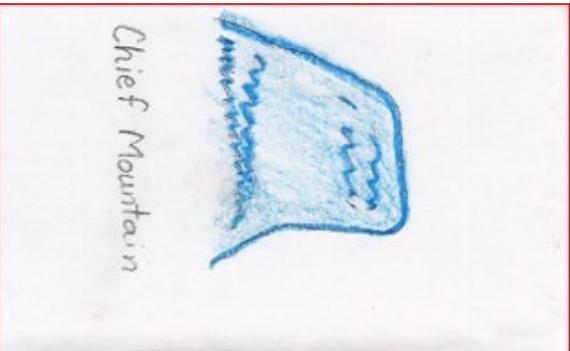
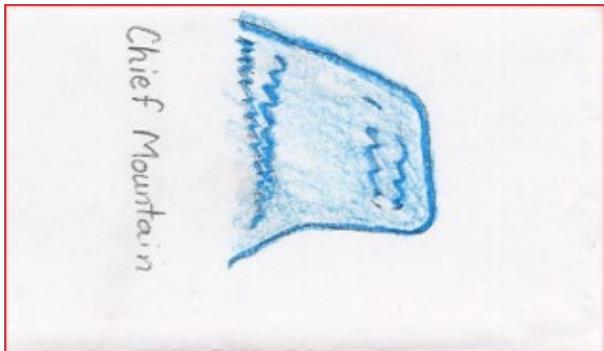
Painted Lodge The designs relate to the stars (top), visions (middle), and the earth (bottom). The ear flaps have the Big Dipper on one side, the Pleiades on the other side, and a butterfly (cross) on the back. The bottom has mountains or hills and stars. The middle is only for those who have had visions for a painted lodge. Not every Blackfeet has a painted lodge. They are often called painted teepees.

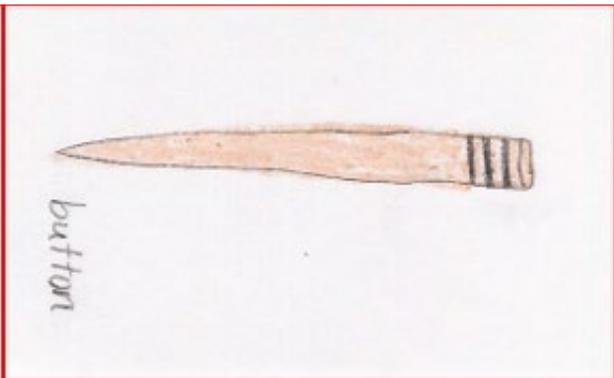
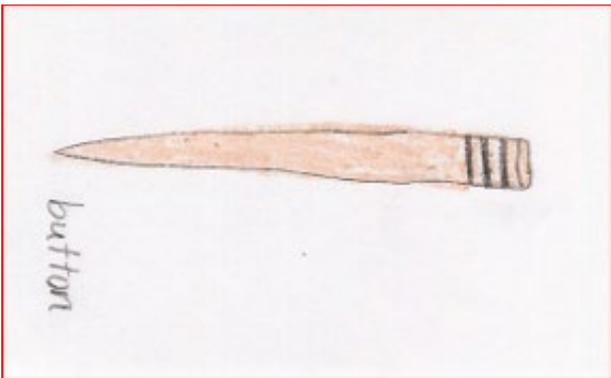
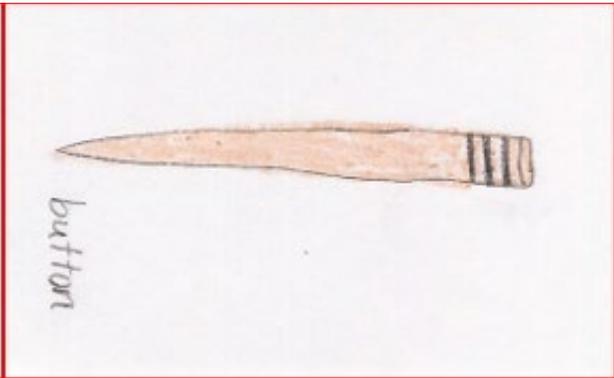
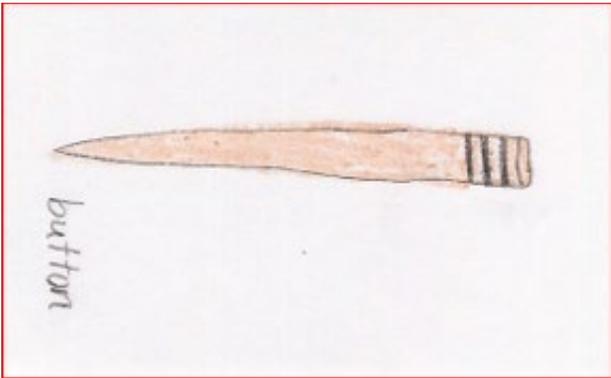
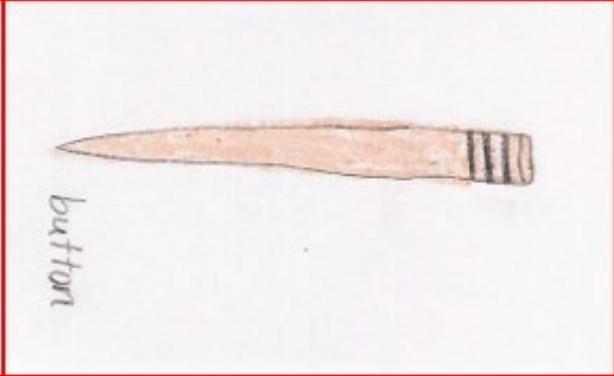
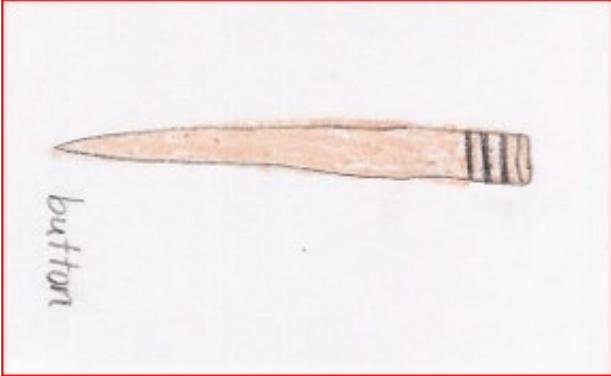
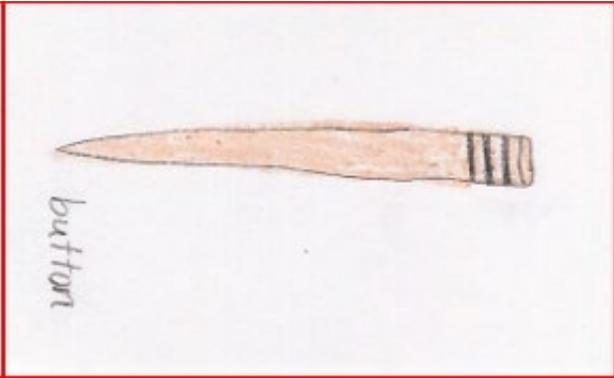
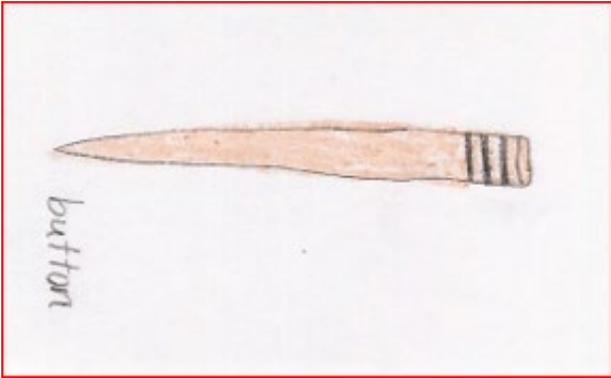
Parfleche A rectangular suitcase made from animal skins (rawhide) and decorated with geometric designs. They have a strap at the top for hanging.

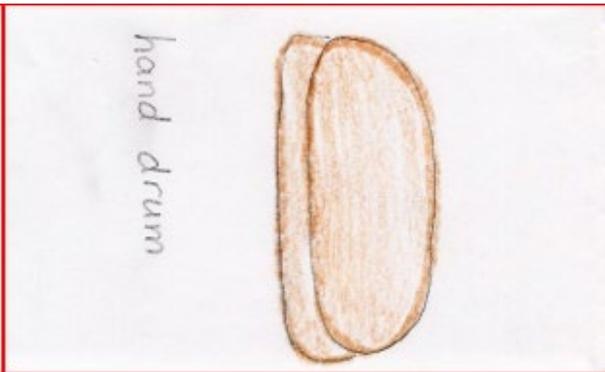
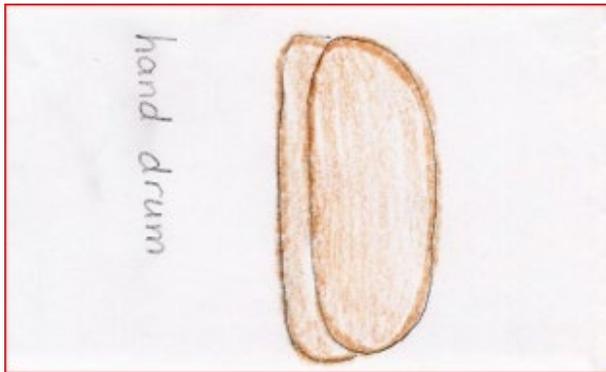
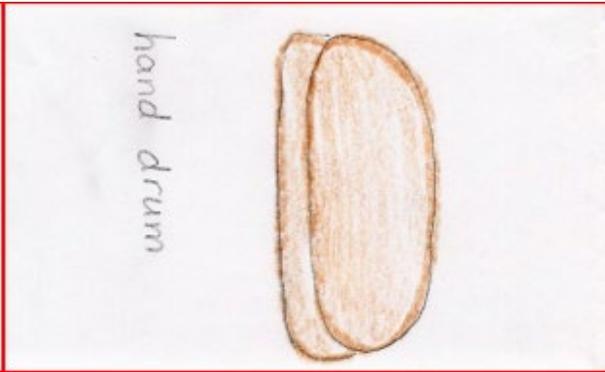
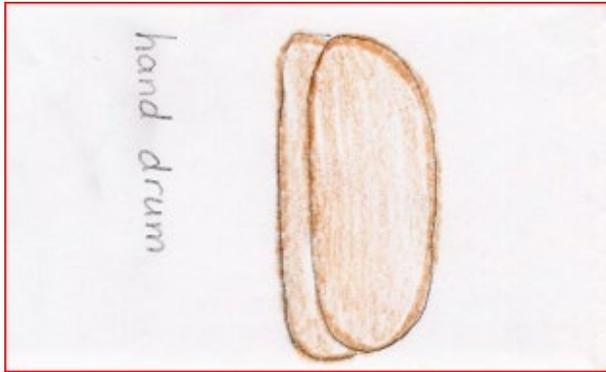
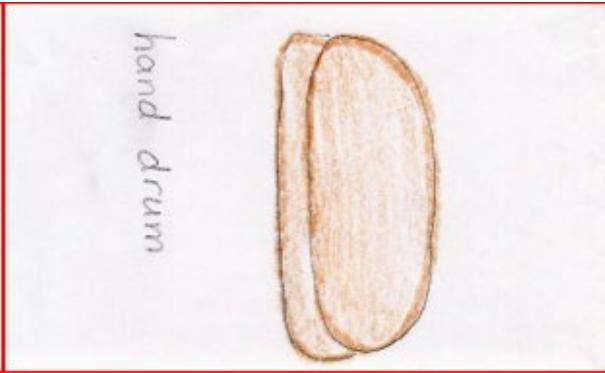
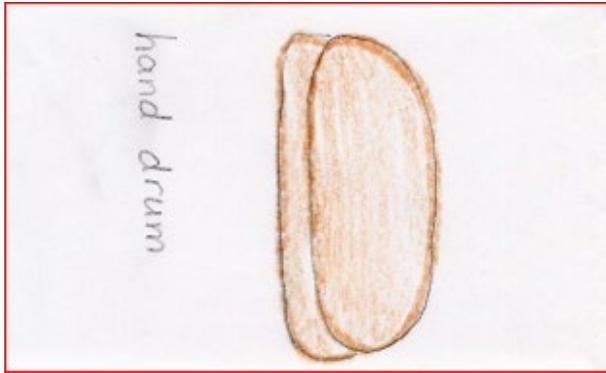
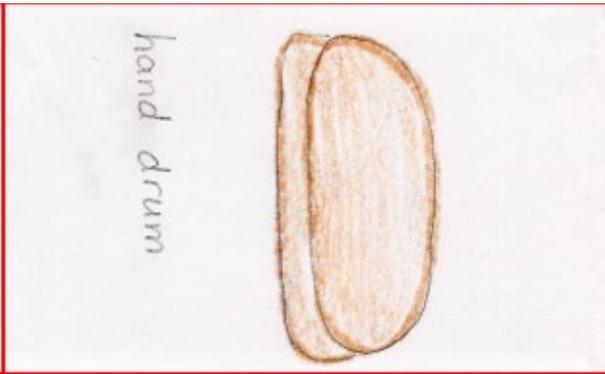
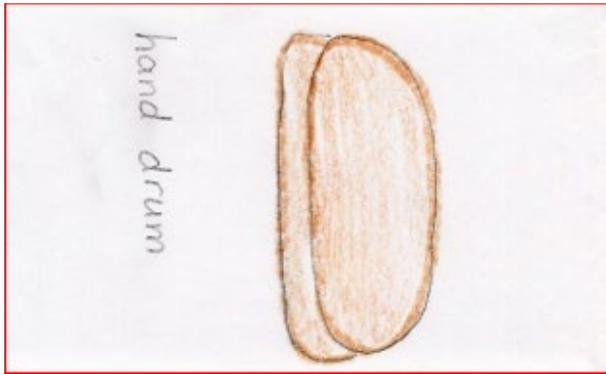
Pegs The pegs anchor the lodge to the ground. They can be made of birch. They are shorter than buttons and thicker. The end is sharpened and peeled. The top can be peeled to show stripes for decoration or identification.

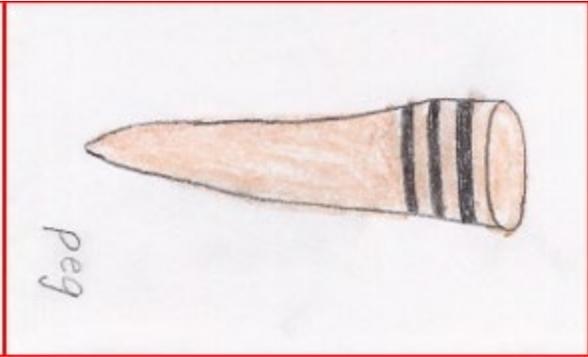
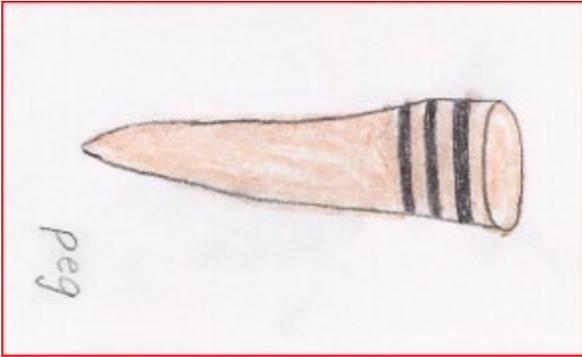
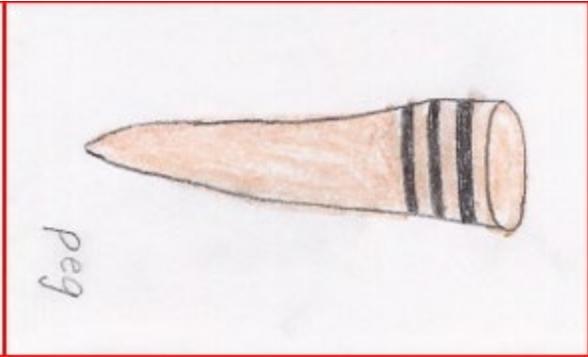
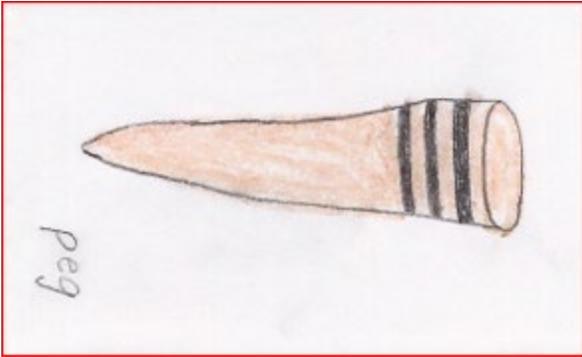
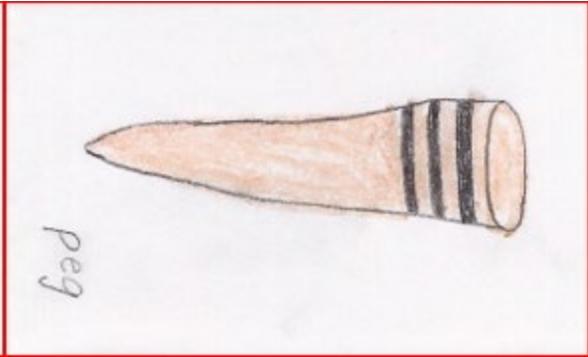
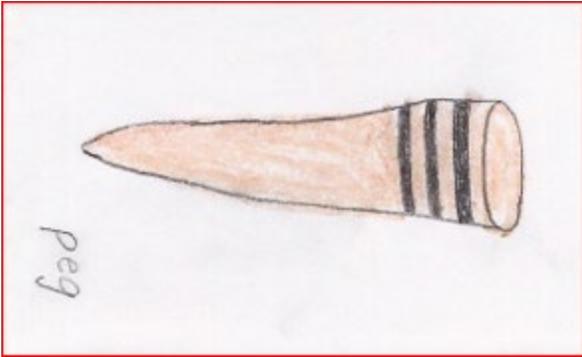
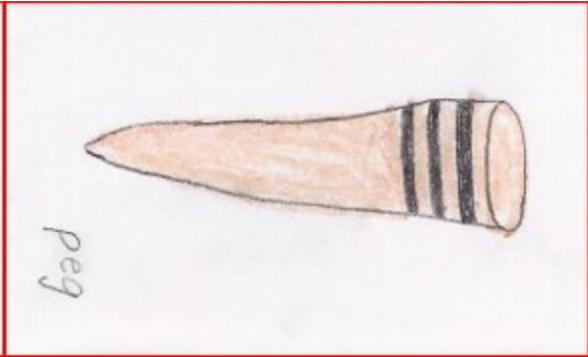
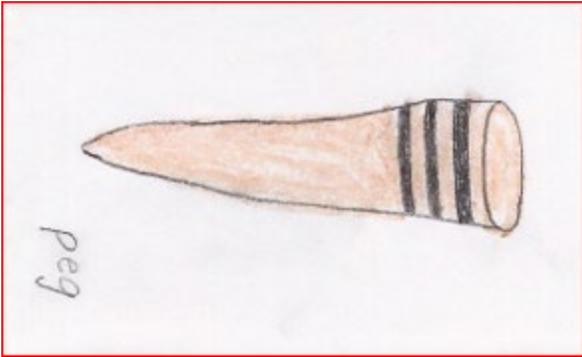












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