

Cardinal value activities



1 Count, then ask — you already know

Students count a collection of 2 to 5 objects. Pause, then ask how many — without letting them recount.

"You counted them — so how many? You do not need to count again."

"Does counting again give a different answer? Why not?"

2 Cover and recall

Count a collection together, then cover it completely. Ask how many are hiding — do not let students lift the cover.

"We counted them all. Now they are hiding — how many are there?"

"We did not add any or take any away. The number is the same."

3 Move them and ask again

Count a collection, then move the objects — spread them out, then bunch them up. Ask how many now each time.

"How many now? Did the number change? Why not?"

"What would change the number?"

4 Non-example: the last one only

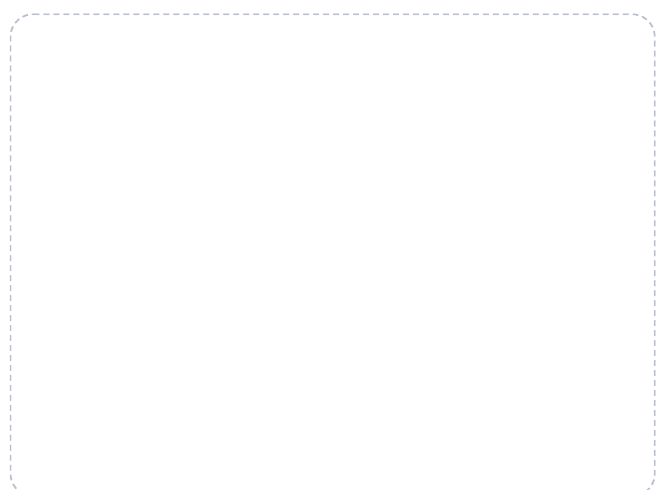
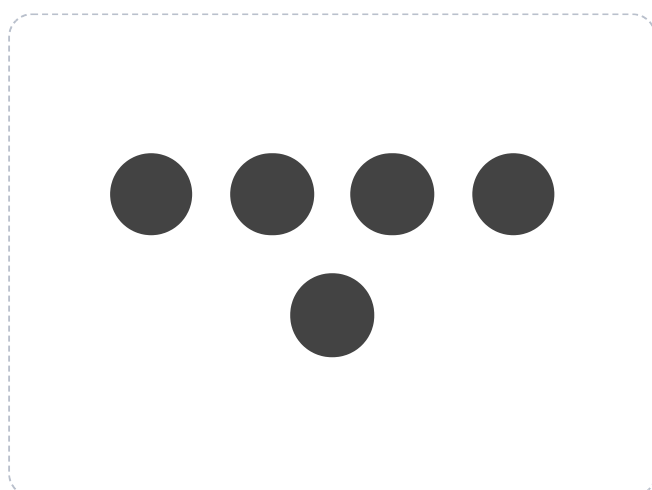
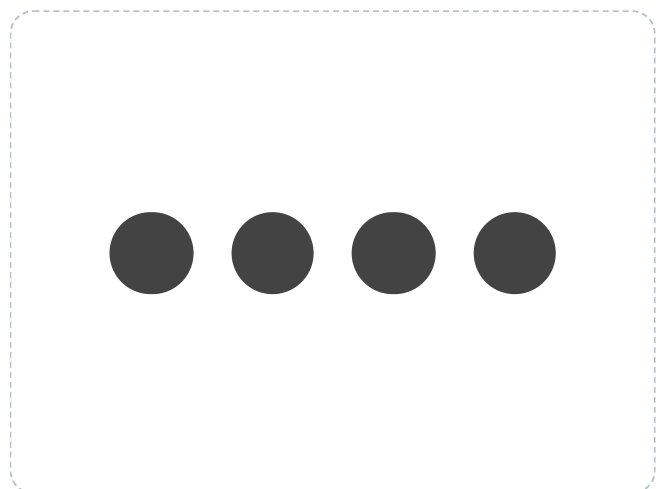
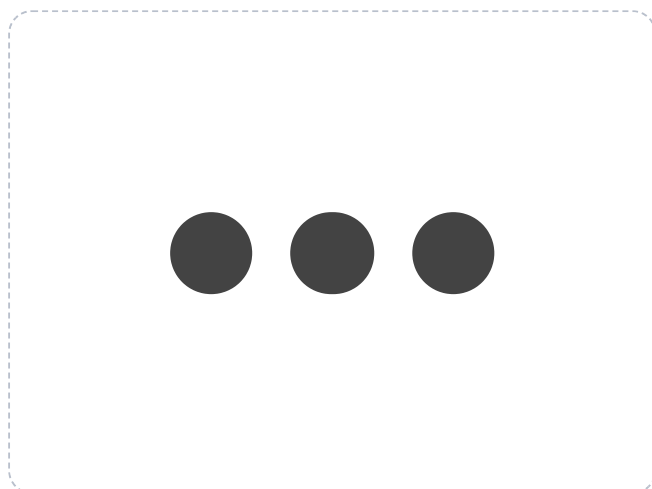
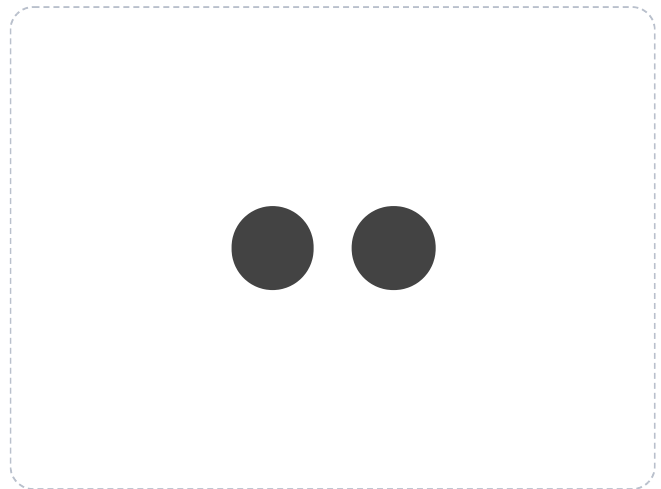
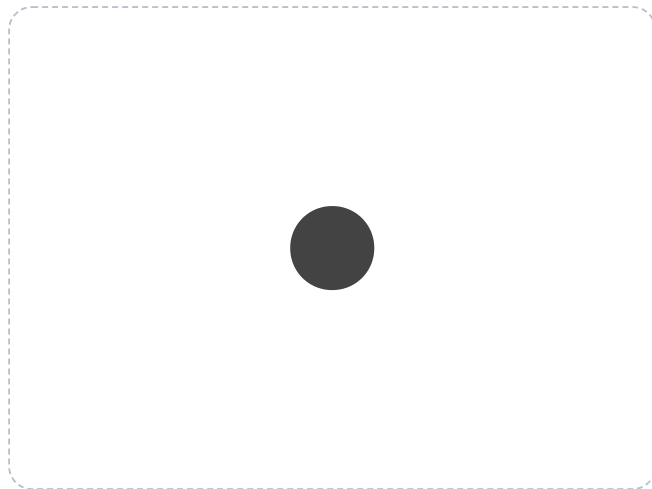
Count four objects, then point to the last one touched and say "four — that one." Ask whether four is just that object or all of them.

"I said four and pointed to this one. Does four mean just this object — or all of them?"

"Four is all of them together — the four belongs to the whole group."

Collection cards — count and cover

Print on A4. Laminate and cut. Count the group on each card, then turn it over and recall how many.



Count the objects on each card, then cover it and ask how many were hiding. Cards show 1, 2, 3, 4, 5 and 0 (an empty card — none). No number is printed, so students find the total themselves.