

Numbers to 20: Count, Show, Write

a 25 minute small group for 4 students

SUBJECT
Math

AGES
7-10

GROUP
4 students

DATE
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The goal, from the IEP. Given a quantity to 20, the student will count it, show it on a ten-frame pair, and write the numeral, with 80% accuracy across 4 of 5 consecutive sessions.

Today's objective. Each student counts a quantity to 20, shows it on ten-frames, and writes the numeral, four quantities each.

You will know it worked when. Each student completes at least three of their four count-show-write cycles at or above their starting prompt level.

THE GROUP AT THIS TABLE

Initials only; this page sits open on the table

INITIALS	LEVEL	COMMUNICATION	START AT	WORKS WHEN	AVOID
LB	Developing	Verbal	G	Counters lined up left to right	Loose counters rolling on the table
NP	Emerging	Limited verbal	P	Hand-over-hand start, then fades fast	Being rushed mid-count
GV	Independent	Verbal	I	Given the teen-number challenge first	Repeating numbers below 10
RW	Developing	Verbal	V	Says the count out loud as she moves counters	Silent counting expectations

HOW THE SESSION RUNS

every student responds in every round

1 HOOK Count the day's mystery jar together, estimating first, then checking. 4 MIN	2 MODEL Count out one teen quantity slowly, fill the ten-frame pair, and write the numeral while saying it. 4 MIN	3 GUIDED ROUNDS Deal one quantity card per student. Around the table: count it, show it on the frames, write it. Every student responds every round; rotate who goes first. 11 MIN	4 QUICK CHECK One fresh quantity each, no help. Mark the data row while they count. 4 MIN	5 WRAP & PREVIEW Each student reads their biggest number to the group. Preview tomorrow's jar. 2 MIN
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WHILE YOU TEACH

what the rest of the room is doing, and who covers it

THE REST OF THE ROOM	COVERED BY
Math bins at desks: sorting and patterning trays	Mr. Okafor (para)
Number-line hop station, one student at a time	Mr. Okafor (para)

PER-STUDENT DATA

one row per student; mark every round

Each student counts a quantity to 20, shows it on ten-frames, and writes the numeral, four quantities each.

STUDENT	1	2	3	4	5	6	7	8	PROMPTS	NOTES
LB										
NP										
GV										
RW										

Prompt key: V verbal · G gestural · P physical · I independent

DIFFERENTIATION

by support level, ready before the group sits down

MORE SUPPORT

Quantities to 10 on a single frame, counters pre-scattered inside the frame outline.

ON LEVEL

Teen quantities across the frame pair, counters loose beside the frames.

MORE CHALLENGE

Write the number sentence ten plus some more, and say how many more make twenty.

IF THE GROUP WOBBLES

the same response from every adult

IF A STUDENT STRUGGLES

Shrink the quantity by five for one round and rebuild up. Keep the turn moving and revisit at the end.

REINFORCEMENT

Sticker per completed cycle; the group earns a counter-stacking minute at the end.

SENSORY

Use the heavier counters for hands that press hard; the jar lid is the fidget while waiting.

NOTES & NEXT SESSION

two minutes after the group leaves

WHAT LANDED

The round that worked; keep it in the next session.

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REGROUP ON

The skill slice to re-teach, and for whom by initials.

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NEXT SESSION STARTS WITH

The first thing the group does next time.

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