

INSTRUCTIONAL GUIDANCE: COUNTING, QUANTIFYING & NUMERAL RECOGNITION

Explicit instruction routines

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Learning intention

We are learning to count, recognise and match quantities to numerals.

Success criteria

- I can count each object once.
- I can say the number words in the correct order.
- I can tell how many there are altogether.
- I can recognise small quantities without counting every item.
- I can use groups to help me work out how many.
- I can match a quantity to the correct numeral.

Moving from explicit instruction to review

Once students can accurately count, recognise, or match quantities within the taught range, move these skills into brief daily review. Review should include a mix of numeral recognition, counting collections, quick images, finger displays, five-frame and ten-frame prompts, cardinality chart prompts, and numertructional–quantity matching.

If students are inaccurate during review, return to explicit modelling using objects, fingers, dot patterns, frames, cardinality charts, numeral cards, or Base-10 materials before continuing.

Explicit instruction routines

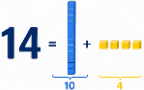
Instructional focus	Teacher modelling	Guided practice and correction routine	Supported independent practice
Counting collections accurately	Model counting a small collection by touching, moving, or pointing to each object once. Say one number word for each object. Emphasise that the last number counted tells how many there are altogether. "I counted 1, 2, 3, 4. The last number I said was 4, so there are 4 objects."	Students count small collections with the teacher. Prompt them to touch or move each object once. If students skip or double-count an object, say: "Let's count again. Touch each object once." If students count accurately but do not state the total, ask: "What was the last number we said? That tells us how many."	Students count small collections independently or with a partner, then say or record the total. Use known number ranges first. Students may check by recounting, moving objects as they count, or matching the collection to a numeral card.
Matching quantities to numerals	Show a known numeral, then build or display the matching quantity. "This numeral is 4. I will show 4 blocks. I can count to check: 1, 2, 3, 4. Four blocks match numeral 4." Include 0 once introduced: "Zero means none."	Students read a numeral and build or show the matching quantity using blocks, counters, fingers, or drawings. If students misread the numeral, name it and have them repeat it. If the quantity does not match, prompt: "Count to check. Does your quantity match the numeral? Fix it so they match."	Students turn over numeral cards and build, draw, or show the matching quantity. A partner or teacher checks. Students say: "This numeral is _____. I showed _____."
Recognising small quantities without counting	Briefly show a familiar small quantity, such as 1, 2, 3, or 4 dots. Model the language: "I know this is 3 without counting. I recognised the pattern." Use varied arrangements once students are accurate with familiar ones.	Students look at a briefly shown dot pattern, think, then say how many. If students are inaccurate, show the image for longer, reduce the quantity, or return to counting-to-check. Ask occasionally: "How do you know?"	Students practise with known dot cards or quick-image slides. They say the quantity and, on selected examples, explain whether they recognised the pattern or counted to check.
Recognising structured quantities on five-frames and ten-frames	Display a five-frame or ten-frame. Model how the structure helps. "The top row is full. That is 5. There are 2 more. 5 and 2	Students identify quantities shown on five-frames and ten-frames. Prompt: "Is the row full? How many more?" If students count every dot when a known	Students respond to five-frame and ten-frame prompts using choral response, fingers, mini-whiteboards, or partner



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	more makes 7." Connect the frame to fingers where helpful.	structure is available, model the grouping: "Start with 5. Now count on 2 more."	talk. Use known quantities first, then mix examples for cumulative review.
Using groups to work out how many	Show a structured or semi-structured arrangement, such as a ten-frame, domino pattern, bead string, or grouped counters. Model groupitising: "I saw 5 and 2 more, so it makes 7."	Students identify visible groups and combine them. Ask: "What groups can you see?" "How many altogether?" If students are unsure, cover or point to each group and combine them with the class. Count to check when needed.	Students practise with varied arrangements and explain how they saw the quantity. Encourage short explanations: "I saw ____ and ____, so it makes ____."
Counting and numeral recognition using a cardinality chart	Use a cardinality chart to connect numerals, quantities, and one-more relationships. Build one number at a time. "These 4 cubes match the number 4. This tower is one more than 3." Pause at 5 as an important benchmark before continuing to 6–10.	Students read the numeral, count or identify the matching quantity, and say the matching sentence. If students are inaccurate, return to counting each cube and matching the tower to the numeral. For 6–10, model 5 and some more using two colours where helpful.	Students use mini cardinality charts, cubes, or digital squares to build quantities that match known numerals. They check by counting or by comparing to a known tower.
Extension: teen numbers as 10 and some more 	Use this only when students are ready to connect teen numerals to 10 and some more. Model grouping 10 ones to make 1 ten, then adding extra ones. "10 ones make 1 ten. 14 is 10 and 4 more."	Students build a teen number using a ten and extra ones. If students count the ten as 1 object, remind them: "This is 1 ten. It has 10 ones inside." If they misread a teen numeral, build it first: "One ten and ____ more shows ____."	Students build known teen numbers with connecting cubes, bundles, ten-frames, or Base-10 materials, then match the quantity to numeral cards. Keep this as an extension once students are secure with quantities and numerals within 10.