# One-to-one Correspondence – Pre-Kindergarten

<table>
<thead>
<tr>
<th><strong>Ohio Standards Connection</strong></th>
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<tr>
<td><strong>Number, Number Sense and Operations Standard</strong></td>
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<tr>
<td>Benchmark F Count, using numerals and ordinal numbers.</td>
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</tbody>
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### Commentary:

Students learn to count and keep track of objects using one-to-one correspondence. By moving, touching and pointing to objects they organize counting to determine the number in a set accurately. Throughout the year, model counting objects for the children. Count all sorts of things, like the number of children present, the number of boys and girls, the days on the calendar, the children wearing tennis shoes, etc… Read number stories to the children, in large and small groups, that require them to count the objects on the page. Model one-to-one correspondence and ask questions as materials are distributed throughout the day. For example, count the number of children sitting at the art table and ask how many pieces of paper are needed in order for each child to have a sheet. Count as each sheet is distributed.

### Lesson Summary:

Children touch, move and point to objects as they count, collect items of a given number and record the number of items they have using one-to-one correspondence.

### Estimated Duration: 50 minutes over several sessions

### Pre-Assessment:

Informally assess children as they participate in the various parts of their daily routine. This setting provides opportunities to observe children while they are engaged in real activities, instead of isolating and “quizzing” them. Activities that are part of the daily routine are less intimidating and occur naturally, such as:

- counting how many boys came to school today,
- distributing napkins for snack
- counting the number of blocks used to make a building
- counting how many red crayons are in the Art Area and having them determine if there are enough red crayons for everyone at the table to have one.

### Scoring Guidelines:

Observe and interact with children, making note of how they count and demonstrate one-to-one correspondence as they distribute objects. Use Attachment A, *Pre- and Post-Assessment Checklist*, to record observations. After recording children’s names, make several copies of this attachment to use for on going assessment.
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Post-Assessment:
Informally assess the children as in the Pre-Assessment.

Scoring Guidelines:
Use another copy of Attachment A, Pre- and Post-Assessment Record Sheet, to record observations and update findings. Pay close attention to how the children count their objects and whether or not they use one-to-one correspondence as they distribute objects.

Instructional Tips:
• Do this activity in a small group setting during center time.
• Before beginning the activity, review the parts of the number cube. Point to the dots (pips) on one face of the cube and have the children count the dots aloud. Tell the children we will be counting the dots on the top face of the cube for this activity.

1. Use a large (4” x 4”) foam number cube, some type of small manipulative or counter (beads, chain links, etc.), paper and crayons.
2. Model the activity. Roll the cube and count the dots on the top of the cube. Take that number of objects from the container/basket, counting aloud each item removed from the basket.
3. Each child takes a turn rolling the cube, counting the dots on the top of the cube, touching each dot as they count. Some children may determine the number of dots on the face of the cube visually, without touching and counting. If children err using this visual approach, have them touch and count to correct their answer. Children then take that same number of objects from the basket. Continue until each child has had a turn.
4. The children display their objects to the group and then count them using one-to-one correspondence. After each child has done this, pose questions such as:
   • Who has more beads?
   • Who has less?
   • Do any children have the same number of beads?

Instructional Tip:
Although the indicators addressing the use of comparative language are not the focus of this lesson, this activity is a good opportunity to focus on or reinforce terminology.

5. On a piece of paper, have children draw a figure for each object they have. For children who are unable to draw, have them use tally marks, stamps and stamp pads, or bingo ink markers. Have the children share their drawn representations. Have students show how they know or determined the number of objects they have. Expect responses to include the skills learned such as touching, moving or pointing to each object as they are counted.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).
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- For children who have difficulty counting objects, take their hand and help them touch and count each dot. Using cubes with raised dots or gluing sandpaper or textured material to the circles increases tactile stimulation, giving children something concrete to feel as they count.
- For children who have demonstrated this concept, use two dice or dominoes. This generates higher numbers and incorporates an element of addition and/or counting on.

Extensions:
- Extend this lesson by having children determine who has the most counters. Have the other students count their objects and figure out how many more objects they need to have the same number as the student who had the most objects.
- Incorporate this concept into other activities, such as creating classroom graphs of children’s favorites (colors, foods, stories.). Children count to verify the number of people in a given category. Have children compare the number of people who chose each category, and determine the favorite from the graph.
- Introduce children to the democratic concept of voting, where each child has one vote. For example, vote for the snack of the day. Each child has only one vote, and the “majority” determines the snack.
- Children utilize one-to-one correspondence skills as they distribute classroom supplies. For example, during snack time or as materials are distributed, children use their one-to-one correspondence skills.
- Have children determine ways to share an uneven number of objects so one-to-one correspondence exists.

Home Connections:
Have children count objects at home; for example, the number of people in a room, the number of spoons in the silverware drawer, or the number times the clock chimes. Ask parents to let the children set the table for dinner, requiring them to pass out the correct number of utensils, plates, etc. for the people at the table (one to one correspondence.) Have children draw a picture of and tell about their experience setting the table.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher:  two copies of the Pre- and Post-Assessment Record Sheet, Attachment A

For the student:  one large, foam, “dotted” number cube, basket of small toys (chain links, colored disks, multi-link cubes, etc.), paper, crayons or stampers and stamp pad
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**Vocabulary:**
- count
- cube
- dot
- face
- same

**Technology Connection:**
Software and Web sites with activities to reinforce counting and one-to-one correspondence skills are available.

**Research Connections:**

**Attachments:**
Attachment A, *Pre- and Post-Assessment Record Sheet*
Use a four-point scoring system to describe each child’s counting performance using the descriptions shown. Complete the chart to record date and result of assessment.

3 = Correctly touches objects and says the number name.  
2 = Says correct number names, but incorrectly touches objects.  
1 = Correctly touches objects, but says wrong number name.  
0 = Says wrong number name and incorrectly touches objects.

Circle “yes” or “no” to indicate demonstrated use of one-to-one correspondence.

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<th>DATE</th>
<th>Counting</th>
<th>1-to-1</th>
<th>NOTES</th>
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<td>Yes / No</td>
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Attachment A
Pre- and Post-Assessment Record Sheet