

How Many, How Much? Teacher Version

Suggested Pre-requisite An understanding of the difference between words and numbers is necessary.	Grade Range K
<p style="text-align: center;">Concepts Covered</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the difference between when to use “How many?” and when to use “How much?” • Count from 0 – 10 • Match number words to the appropriate number. 	<p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> • Various items that show “How much?” (cups with water, play money, etc.) • Various items that show “How many?” (pennies, bear counters, blocks, etc.) • A set of number word cards from zero – ten • A set of number cards from 0 – 10. • Matching worksheet (two pages) • Scissors • Glue
Activity Structure Individual	Time Needed Approximately 30 minutes
<p>Summary Children will be able to visually see the difference between “How much?” and “How many?” and understand when to use each term. Children will use the term “How many?” to match number words to their numbers.</p>	

Warm up

Introduce the questions 'How much?' and 'How many?' to children along with their definitions. Go through each visual example of 'How much?' and 'How many?' and have children tell which question they would use to describe each item and why. ('How much?' is used when the quantity can't be counted, such as amounts of liquid, sand, or clay. 'How many?' is used when the quantity can be counted, such as sets of stickers, marbles, or people.) For each 'How many?' example, count how many there are as a whole class. Then hold up the appropriate number card and the matching word card, and say 'This is the number [x] and this is the word [x].' Make sure that each of the numbers 1 through 10 is shown at least once. (If you don't have enough different sets of objects, you can reuse some of the objects to make different sets. For example, once you've shown a set of ten blocks, you can pick some out and make a set of four blocks later on.)

Activity

Give each child a matching worksheet (two pages). Have children cut out each number word card on the second page and match it to the correct numeral on the first page. Children then glue the word card below the correct number.

Check for Understanding

- Hold up one number word card at a time and say it aloud. Have children hold up that number of fingers. Have zero be the final card that you hold up.
- Discuss the meaning of zero based on what children do with their hands.

Extension

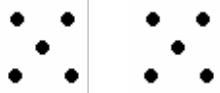
- Have students cut out the number and the number word that they have just glued to make a new card that shows both the number and the number word, and arrange the cards in order then glue them on a piece of construction paper.
- Have children write a sentence with a number word in it and illustrate it. For example, *"I ate three cookies."*

Flexible Rubric

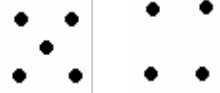
	3 Exceeded objective	2 Met objective	1 Did not meet objective	0 Did not attempt
CATEGORY Completion				
Demonstrates understanding of the difference between "How much?" and "How many?"				
Demonstrates understanding of the connection between numbers and their matching words.				
Use of classroom materials				

Number Word Cards

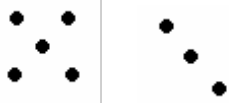
Ten



Nine



Eight



Seven



Six



Five



Four



Three



<p>Two</p> <p>• •</p>	<p>One</p> <p>• </p>
<p>Zero</p>	

Number Cards

10	9	8
7	6	5
4	3	2
1	0	

