#3 Apply 1:1 Correspondence

Students can apply one number to one object.

Why is this important?

Applying 1:1 Correspondence is a precursor for almost all mathematical concepts. Without this skill, children will struggle with basic math facts. This will help with everyday tasks such as counting money, building with blocks, cooking, baking, etc.

3a. **Given a set of moveable objects (arranged and scattered), count the objects moving them out of the set as counted.**

Example: Student is given counters in a line and/or scattered, they must touch and move each counter while saying the corresponding number.

3b. **Given a set of moveable objects (arranged and scattered), count the objects moving them out of the set as counted.**

Example: Student is given counters in a line and/or scattered, they must touch and move each counter while saying the corresponding number.

3c. **Given two sets of objects, pair the objects and state which set is greater (larger).**

Example: Given two groups of objects (uneven groups), students will take one counter from each group and pair them together in rows.
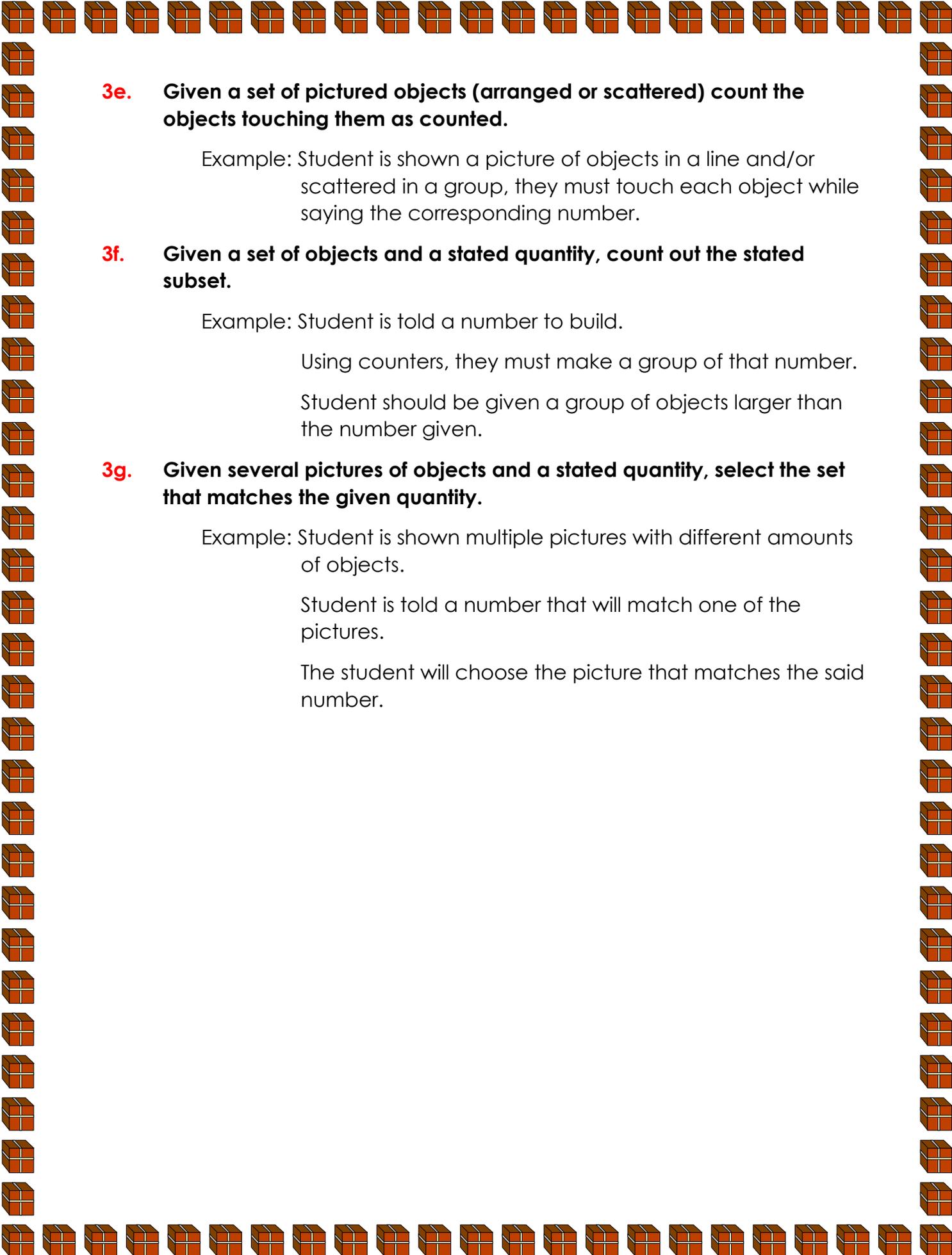
Continue until all counters are used.

Students will say which group is bigger.

3d. **Given two sets of objects, pair the objects and state which set is less.**

Example: Given two groups of objects (uneven groups), students will take one counter from each group and pair them together in rows.

Continue until all counters are used. o Students will say which group is smaller.

3e. **Given a set of pictured objects (arranged or scattered) count the objects touching them as counted.**

Example: Student is shown a picture of objects in a line and/or scattered in a group, they must touch each object while saying the corresponding number.

3f. **Given a set of objects and a stated quantity, count out the stated subset.**

Example: Student is told a number to build.

Using counters, they must make a group of that number.

Student should be given a group of objects larger than the number given.

3g. **Given several pictures of objects and a stated quantity, select the set that matches the given quantity.**

Example: Student is shown multiple pictures with different amounts of objects.

Student is told a number that will match one of the pictures.

The student will choose the picture that matches the said number.