

Lesson 2: Count and Arrange

Standards Alignments

Addressing K.CC, K.CC.A.1, K.CC.B.4, K.CC.B.4.b, K.CC.B.5

Teacher-facing Learning Goals

- Count groups of up to 10 objects.
- Understand that the arrangement of objects does not change the number of objects.

Student-facing Learning Goals

- Let's figure out how many objects we have.

Lesson Purpose

The purpose of this lesson is for students to count objects and notice that the arrangement of a group of objects does not change the number of objects.

Students count the same group of objects in different arrangements several times throughout the lesson. It is important that students repeatedly experience counting the same group of objects in different arrangements to learn that the arrangement does not change the quantity. This understanding develops over time and it is not necessary for all students to articulate at the end of this lesson. Students may continue to recount the same group of objects that has been rearranged until they are confident that the quantity remains the same. This concept will be revisited in future lessons and units.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- 5-frames: Activity 1, Activity 2
- Connecting cubes: Activity 1
- Cups: Activity 2

- Materials from previous centers: Activity 3
- Two-color counters: Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best based on what students said or did?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 2, Section A Checkpoint

Standards Alignments

Addressing K.CC.B.4

Student-facing Task Statement

Lesson observations

Student Responses

- Say one number for each object.
- Answer how many without counting again.
- Answer how many about a group that has been rearranged without counting again.
- Use the structure of 5 (in 5-frames or fingers) to count on from 5 to tell how many.