

Lesson 1: Count Larger Collections of Objects

Standards Alignments

Addressing K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B, K.CC.B.4, K.CC.B.5

Teacher-facing Learning Goals

- Answer “how many” questions about groups of up to 20 objects.

Student-facing Learning Goals

- Let’s figure out how many objects are in our collections.

Lesson Purpose

The purpose of this lesson is for students to count to answer “how many” questions about groups of up to 20 objects.

In previous units, students answered “how many” questions about up to 10 objects. With smaller groups of objects, students could sometimes figure out how many there were without counting. Students developed methods such as moving and counting objects, lining up objects, or placing and moving objects on a counting mat. This exploratory lesson provides formative data for teachers on how students apply counting concepts from previous units to larger groups of objects. Students will be introduced to the written numbers 11–20 over the course of the section and will have opportunities to practice tracing and writing the numbers. In this lesson, display written numbers whenever students share their count.

Students can be invited to bring objects from home to use in counting collections throughout this unit and in centers. The objects in the collections should be small enough to fit on a counting mat, such as buttons, counting bears, coins, connecting cubes, or two-color counters.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- 10-frames: Activity 1

Materials to Copy

- Number Mat 11–20 (groups of 2): Activity 3

- Collections of objects: Activity 1
- Colored pencils, crayons, or markers: Activity 3
- Connecting cubes: Activity 2, Activity 3
- Counting mats: Activity 1
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3
- Number Race Stage 2 Recording Sheet for Tracing (groups of 1): Activity 3

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

How have 5- and 10-frames supported students in keeping track of and accurately counting groups of objects?

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

 0 min

Unit 6, Section A Checkpoint

Standards Alignments

Addressing K.CC.B

Student-facing Task Statement

Lesson observations

Student Responses

- Say the count sequence to 20.
- Answer how many without counting again.
- Keep track of objects that have been counted.