Lesson 6: Count Larger Collections

Standards Alignments

Addressing 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.c, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8

Teacher-facing Learning Goals

- Count up to 60 objects in a way that makes sense to them.

Student-facing Learning Goals

- Let's organize, count, and show collections.

Lesson Purpose

The purpose of this lesson is for students to organize, count, and represent a group of objects.

In the previous section, students organized and counted groups of ten and represented the base-ten structure of multiples of 10 using drawings, words, and numbers. In this lesson, students learn that a number can be grouped into tens and ones. As students group and count collections of objects, they consider how to organize the objects into groups of 10 and count the leftover objects that do not make a group of 10. Just as students reason that teen numbers are a ten and some ones, students use the collections to reason that you can have an amount of tens and some ones. At this time, students are not expected to write two-digit numbers, but some students may attempt to do so. Students read and write numbers in later lessons.

The same blackline master is used in both activities and again in centers, so teachers may want to make multiple copies for each student.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Bags: Activity 1
- Connecting cubes in towers of 10 and

Materials to Copy

- Counting Collections Stages 1 and 2 Recording Sheet (groups of 1): Activity 1

singles: Activity 2

- Connecting cubes: Activity 1
- Cups: Activity 1
- Double 10-frames: Activity 1
- Materials from previous centers: Activity 3
- Paper plates: Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

How effective were your questions in supporting students' thinking about units of ten today? What did students say or do that showed they were effective?

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

0 min

Unit 4, Section B Checkpoint

Standards Alignments

Addressing 1.NBT.A.1, 1.NBT.B.2

Student-facing Task Statement

Lesson observations

Student Responses

- Describe a two-digit number as made up of _____ tens _____ ones.
- Represent a number in more than one way (drawings, numbers, words, expressions).