SUMMARY

Students count objects by assigning each object a number in counting order and understanding that the last number assigned gives the cardinality of the set.

COMMON CORE STANDARD(S)

**K.C.B.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

**K.C.B.4.b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**K.C.B.4.c** Understand that each successive number name refers to a quantity that is one larger.

**K.C.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

DURATION

Two 45-minute classroom periods

Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period

Elaborate page 2, Evaluate—second 45-minute classroom period

ENGAGE AND EXPLORE

Students have learned the names of the numbers from 1 to 20, but they may not have made the connection between number names and quantities of objects. In this lesson, students learn how to say numbers in order, that the last number said represents the quantity, and that each successive number represents one more than the previous one.
To prepare students for this lesson, have them practice saying the numbers from 1 to 20 in order.

You can lead a classroom discussion to help you gauge what students may know, be curious about, or have misconceptions about. Some suggestions for questions:

- What does 1 mean? 2? 3?
- Can you see 1 of something in the classroom? Can you see 2 of something? 3?
- How old are you? How old are your siblings? How old will you be next year?
- How many siblings do you have? How many pets do you have?

These numbers are likely to be low and can demonstrate if students have started to connect number names to quantities.

Tell students that today they will learn how to use numbers to find and show how many of something they have.

**EXPLAIN**

**WATCH THE GENERATION GENIUS INTRO TO COUNTING OBJECTS VIDEO AS A GROUP**
Facilitate a conversation using the Discussion Questions.

**ELABORATE**

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

**EVALUATE**

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.