



Contemos 2 grupos de dibujos que están en desorden

Standards

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

Instructional Routines

- Choral Count

Goals

- Comprehend (in spoken language) the phrase “find the total” refers to a count of all the images given 2 groups of images.
- Determine the total number of scattered images, given 2 groups of images, and express the total as a written number.

Student Facing Learning Goals

- Contemos cosas que están en 2 grupos.

Lesson Purpose

The purpose of this lesson is for students to count to find the total number of images in 2 scattered groups.

Narrative

In previous lessons, students counted to find the total number of objects in 2 groups and the total number of images in 2 organized groups. In this lesson, students continue to put together 2 groups in order to find the total. The focus of the *Lesson Synthesis* is on keeping track of images that have been counted so each image is counted once and only once. This is the first lesson where students participate in a cool-down after the *Lesson Synthesis*.

Access for Students with Disabilities

- Representation

Access for English Learners

- MLR8

Required Materials

Materials to Gather

- Materials from previous centers: Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	20 min

Teacher Reflection Questions

How does the work of this lesson and the previous lesson lay a foundation for solving addition story problems?



Synthesis Estimate 5 min

Actividad de cierre 5 min

Warm-up

🕒 10 min

Conteo grupal: Contemos hasta 40

Standards

Addressing K.CC.A.1

Instructional Routines

- Choral Count

The purpose of this *Warm-up* is for students to extend the verbal count sequence to 40. It builds on previous experiences with counting to 30. This is an opportunity to see if students are able to say the number sequence in order. Students also see the numbers written as they say each number.

Student Response

Students count to 40.

Launch

- Groups of 2
- “*Contemos hasta 40*” // “Let’s count to 40.”

Activity

- Count to 40 together.
- Record as students count.
- Count to 40 1–2 times. Point to the numbers as students count.

Activity Synthesis

- “*Cuenten con su compañero. Tomen turnos para decir el siguiente número. Cuenten hasta donde puedan*” // “Count with your partner. Take turns saying the next number. Count as high as you can.”
- “*¿Hasta que número contaron?*” // “What number did you count to?”

Activity 1

🕒 10 min

Contemos dibujos en orden y en desorden

Standards

Addressing K.CC.B.5

The purpose of this activity is for students to count to find the total number of images in 2 groups. Each problem shows



one group of organized images and one group of scattered images. In the *Activity Synthesis*, students discuss how they kept track of the images they counted and continue to hear the language “__ y __ es __” // “__ and __ is __.”

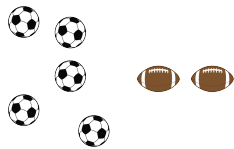
Student Task Statement

1.



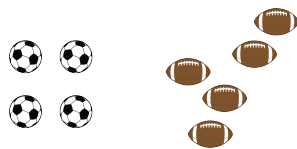
Hay _____ balones.

2.



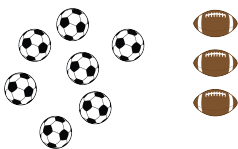
Hay _____ balones.

3.



Hay _____ balones.

4.



Hay _____ balones.

Launch

- Groups of 2
- “Encuentren el número total de balones que se ven en cada problema. Luego, escriban el número” // “Find the total number of balls shown for each problem. Then write the number.”

Activity

- 5 minutes: partner work time
- Monitor for students who cross off the images they have counted.

Activity Synthesis

- Invite previously selected students to share how they found the total number of balls for the problem with 3 soccer balls and 6 footballs.
- “¿Cómo sabe ____ que contó todos los balones?” // “How does ____ know that they counted all the balls?” (She crossed them off as she counted them, and they are all crossed off.)
- “Hay 9 balones. ¿Cuántos balones de fútbol hay? ¿Cuántos balones de fútbol americano hay?” // “There are 9 balls. How many soccer balls are there? How many footballs are there?”
- “3 balones de fútbol y 6 balones de fútbol americano es 9 balones. Podemos decir ‘3 y 6 es 9’” // “3 soccer balls and 6 footballs is 9 balls. We can say ‘3 and 6 is 9.’”
- Write “3 y 6 es 9” // “3 and 6 is 9.”

Student Response

1. 9
2. 7
3. 9
4. 10



Activity 2

Contemos dibujos que están en desorden

Standards

Addressing K.CC.B.5

The purpose of this activity is for students to count to find the total number of images in 2 groups. In this activity, both groups of images are scattered. In the *Activity Synthesis*, students discuss different ways the images could be counted in order to find the total. When students count scattered images they need to be strategic and count in an organized way to make sure that each image is counted once and only once (MP6).

Access for English Language Learners

MLR8 Discussion Supports. Synthesis: To amplify student language as they compare, contrast, and connect the groups of objects, encourage students to point to the relevant parts of the displays as they speak.
Advances: Representing, Conversing

Access for Students with Disabilities

Representation: Internalize Comprehension. Some students may benefit from recalling the strategy they used in the previous activity by crossing off each image as it is counted. Begin by asking students to recall what strategy was used in the previous activity to keep track of the images they counted.
Supports accessibility for: Memory, Organization, Conceptual Processing

Student Task Statement

1.

Hay _____ círculos.

2.

Hay _____ círculos.

3.

Launch

- Groups of 2
- “Ahora van a encontrar el número total de círculos. Esta vez ambos grupos están en desorden. Recuerden usar una estrategia para saber qué círculos ya contaron. Una manera de saber si ya los contaron es tachar cada uno a medida que los cuentan” // “Now you are going to find the total number of circles. This time both groups are scattered. Remember to keep track of the circles you have counted. One way to keep track is to cross out each one as you count it.”

Activity

- 5 minutes: partner work time
- Monitor for students who count the scattered images in different orders but find the same total. For example, students might count all of the black circles first, or they might count across the black and white circles in a way that makes sense to them for keeping track of what they have counted.





Hay _____ círculos.

4.

Hay _____ círculos.

Activity Synthesis

- Display the image of 3 black circles and 5 white circles.
- Invite previously identified students to share how they counted to find the total number of circles.
- *“Algunos de nosotros contamos primero los círculos negros. Otros contamos los círculos negros y blancos al tiempo. Todos encontramos el mismo total” // “Some of us counted all of the black circles first. Some of us counted the black and white circles together. We all found the same total.”*

Student Response

1. 8
2. 9
3. 10
4. 9

Advancing Student Thinking

If students count each image more than one time or don't count some of the images, consider asking:

- *“¿Puedes mostrarme cómo contaste los círculos?” // “Can you show me how you counted the circles?”* As students count, ask *“¿Cuáles círculos ya contaste? ¿Cuáles círculos te falta contar?” // “Which circles have you counted? Which circles do you still need to count?”*
- *“¿Qué puedes hacer que te ayude a recordar cuáles círculos ya contaste?” // “What could you do to help you remember which circles you have counted already?”* If needed, ask *“¿Cómo te puede ayudar tachar los círculos a asegurarte de que los cuentas todos?” // “How could crossing out the circles help you make sure you count all of the circles?”*

Activity 3

20 min

Centros: Momento de escoger

The purpose of this activity is for students to choose from activities that offer practice writing numbers, counting to find the total of 2 groups, and describing and building with shapes.

Students choose any previously introduced stage from these centers:

- Roll and Add



- Math Libs
- Match Mine
- Tower Build

Required Materials

Materials to Gather

- Materials from previous centers: Activity 3

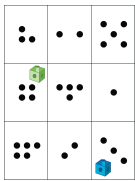
Required Preparation

- Gather materials from previous centers:
 - Roll and Add, Stage 1
 - Math Libs, Stage 1
 - Match Mine, Stage 1
 - Tower Build, Stage 1

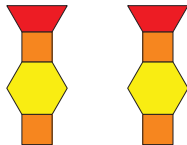
Student Task Statement

Escoge un centro.

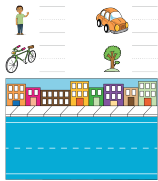
Lanza y suma



Haz una como la mía



Mi mate-libreta



Construcción de torres



Launch

- *"Hoy vamos a escoger centros de los que ya conocemos" // "Today we are going to choose from centers we have already learned."*
- Display the center choices in the student book.
- *"Piensen qué les gustaría hacer primero" // "Think about what you would like to do first."*
- 30 seconds: quiet think time

Activity

- Invite students to work at the center of their choice.
- 8 minutes: center work time
- *"Escojan qué les gustaría hacer ahora" // "Choose what you would like to do next."*
- 8 minutes: center work time

Activity Synthesis

- *"¿En qué cosa mejoraron al trabajar en los centros hoy?" // "What is one thing that you got better at during centers today?"*

Lesson Synthesis

Draw 7 circles in a row. Draw 7 scattered circles.

“¿Cuál grupo de círculos sería más fácil de contar? ¿Por qué piensas eso?” // “Which group of circles would be easier to count? Why do you think that?”

“Mientras cuentas el grupo de círculos que está en desorden, ¿qué puedes hacer para saber qué círculos ya has contado?” // “What could we do to keep track as we count the group of scattered circles?” (We could cross off each thing as we count it.)

Cool-down

🕒 5 min

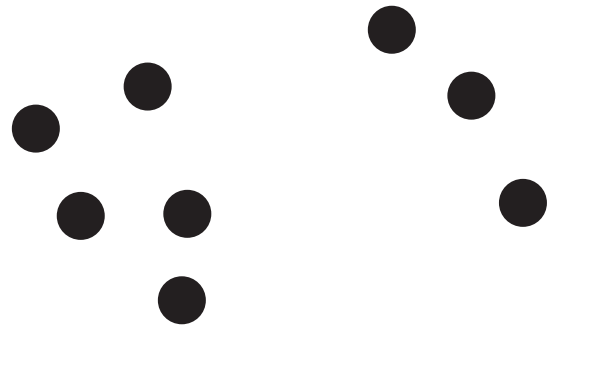
¿Cuántos puntos?

Standards

Addressing K.CC.B.5

Student Task Statement

¿Cuántos puntos hay?



Hay _____ puntos.

Student Response

8



Responding to Student Thinking

Students count more or fewer than 8 dots.

Next Day Supports

Use the next day's *Warm-up* to discuss the *Cool-down* and how to keep track when counting images.

