

## Lesson 2: Keep Track of Objects (Optional)

### Standards Alignments

Addressing K.CC.B, K.CC.B.4, K.CC.B.4.a, K.CC.B.5, K.OA.A.1, K.OA.A.2  
Building Towards K.OA.A.5

### Teacher-facing Learning Goals

- Answer “how many” questions about groups of up to 20 objects.
- Keep track of objects that have been counted.

### 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 keep track of objects that have been counted in order to accurately count groups of up to 20 objects.

This lesson is optional because it is an opportunity for extra practice keeping track of and accurately counting groups of up to 20 objects. When counting larger groups of objects, it is more likely that students will skip some objects or recount objects more than once which highlights the need to organize and keep track while counting. The second activity provides opportunities to practice different ways of keeping track of objects in order to count accurately.

### Access for:

#### Students with Disabilities

- Engagement (Activity 3)

#### English Learners

- MLR8 (Activity 1)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

- 10-frames: Activity 1
- Collections of objects: Activity 1
- Counting mats: Activity 1
- Materials from a previous activity: Activity 2

- Materials from previous centers: 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

When do your students feel successful in math?  
How do you know?

## 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.