

## Lesson 3: Count Carefully

### Standards Alignments

Addressing K.CC.B, K.CC.B.4, K.CC.B.4.b, K.CC.B.5, K.OA.A.5

### Teacher-facing Learning Goals

- Answer “how many” questions about groups of up to 20 objects.
- Know that counting a group of objects will yield the same number, regardless of their arrangement or how they are counted.

### Student-facing Learning Goals

- Let’s see if we get the same number as our partner when we count the same group of objects.

### Lesson Purpose

The purpose of this lesson is for students to recognize that the number of objects in a group stays the same regardless of how they are counted.

In previous lessons, students counted groups of up to 20 objects and kept track of the objects that have been counted. In this lesson, students count the same collection as a partner, both to compare different ways of organizing and keeping track of collections of objects and to notice that the total number of objects stays the same. As students use and observe a variety of ways to count collections, they begin to understand that the order or arrangement that objects are counted in does not affect the number of objects. Students will further explore the conservation of number when a group of objects is rearranged in a future lesson.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR8 (Activity 1)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- 10-frames: Activity 1
- 5-frames: Activity 3

### Materials to Copy

- Find the Pair Stage 1 Recording Sheet (groups of 1): Activity 3

- Collections of objects: Activity 1
- Connecting cubes: Warm-up, Activity 2
- Counters: Activity 3
- Counting mats: Activity 1
- Materials from previous centers: Activity 3
- Number cards 0–10: 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

What can the work of the second activity help you learn about your students' understanding of counting and conservation of number?

## 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.
- After a group of objects that have been counted is rearranged, know that the total number of objects remains the same without recounting.