

Lesson 1: Sort, Count, and Compare Groups of Objects

Standards Alignments

Addressing K.CC, K.CC.A.2, K.CC.A.3, K.CC.B.4.c, K.CC.B.5, K.CC.C, K.MD.B.3

Teacher-facing Learning Goals

- Sort, count, and compare groups of up to 20 objects.

Student-facing Learning Goals

- Let's figure out which group has more objects.

Lesson Purpose

The purpose of this lesson is for students to sort, count, and compare groups of up to 10 objects.

In previous units, students sorted objects into given categories and categories that they created. Students wrote numbers to represent quantities and compared quantities. In this lesson, students sort objects by color and represent how many objects are in each group. Students compare the number of objects in each group and also compare the total number of objects with a partner. When comparing groups of objects, students may match the objects, use representations they created, or use their knowledge of the count sequence. The standards do not require students to compare written numbers beyond 10. The question in the lesson synthesis is posed so students can reason about how numbers and arrangements can both be helpful in comparing groups of objects. There is not a correct choice as both are valid.

When students compare written numbers or diagrams to decide which group has more, they reason abstractly and quantitatively (MP2).

If students need additional support with the concepts in this lesson, refer back to Unit 2, Section A in the curriculum materials.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Bags: Activity 1
- Collections of objects: 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	15 min
Activity 3	20 min
Lesson Synthesis	5 min

Teacher Reflection Question

In the beginning of the year, students compared groups of objects by matching them. In what ways have their strategies for comparing progressed?

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

 0 min

Unit 8, Section A Checkpoint

Standards Alignments

Addressing K.CC

Student-facing Task Statement

Lesson observations

Student Responses

- Count, read, and write numbers up to 20.
- Use numbers and their knowledge of the count sequence to compare groups of objects.